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ABSTRACT

Devoted to the visual arts, this volume of the Washington Small Schools Curriculum for grades K-3 utilizes the format of presenting learning objectives with recommended grade placement levels and suggesting activities, monitoring procedures and resources used in teaching the objectives. Chapter 1, Color, presents painter's terms, growth characteristics of 5-12-year-olds and their implications for art, and activities focusing on the color wheel and mixing and identifying color. Chapter 2, Line, emphasizes the variety and properties of line in creating pattern, texture, shape, rhythm and depth. Chapter 3, Pattern, suggests activities, including burlap weaving, vegetable prints, flags, magazine mosaics and beadwork, to study pattern. Chapter 4, Texture, stresses the difference between tactile and visual textures. Chapter 5, Shape and Form, examines the difference between shape (two-dimensional) and form (three-dimensional) using rope tricks, beans and macaroni, snowflake transparencies, egg cartons, etc. Chapter 6, Composition, considers the arrangement of space through placement and size, choice of shape, and use of form, pattern and color. Chapter 7, Resources, includes guidelines for encouraging creativity, use of books, plans for visual arts centers, wet and dry techniques, and where to look for materials. The guide also provides chapter and subject bibliographies. (NEC)

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The Comprehensive Arts in Education Program

ED205316

SMALL SCHOOLS
VISUAL ARTS
CURRICULUM
K-3

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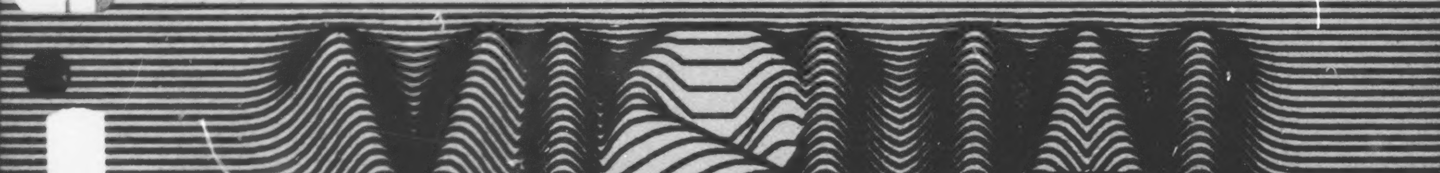

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Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

Small Schools
Visual Arts Curriculum
K-3

Scope

Objectives

Activities

Resources

Monitoring Procedures

April, 1978

This is a publication of the Instructional and Professional Services Division of the Superintendent of Public Instruction, Olympia, Washington.

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THANK YOU

The Visual Arts Small Schools Curriculum Guide K-3 is a composite of many creative ideas from many sources. The compilation of these ideas into a workable and usable document requires dilligent work of a single individual. For this effort we are grateful to Rachel Carpenter, a parent and former art teacher from Puyallup. Creative assistance in the project came from her family, her husband Loren Carpenter, who is employed in computer graphics at the Boeing Company in Seattle and her son Tay Carpenter and his school mates at Firgrove Elementary School who also were creative contributors.

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INTRODUCTION

When one's considering a statewide curriculum guideline, the tendency is to be somewhat fearful. Curriculum guidelines cost a substantial amount of money when widely distributed. They are very valuable to those who go through the guideline writing process, because as the writing progresses, authors have many opportunities to think about what they are saying, to sort things out in their own minds as they are selecting and arranging content materials.

For the user, however, a curriculum guide can be quite sterile. It represents someone elses thinking. It is interesting, but not internalized.

This document is designed for your own involvement and decision making. It is a "bank" of objectives, activities and suggested resources that you can make withdrawals from. You must decide what your program is. You have this material available to use to save precious time.

The title is Small Schools Sharing! If you have ideas for activities and resources, other objectives, other suggested monitoring procedures, we need to know about them. Please feel a responsibility to share. Don't be bashful about sending anything. Your idea may be the one that works for one child, the technique that makes the breakthrough for that particular concept or objective. If it is, it is priceless.

If you have suggestions as to ways to improve the guideline, format, philosophy or any other consideration, please be in touch. Your suggestions are valued.

In order to make the best use of this document, you should first become familiar with the Student Learning Objectives Handbook, which has just been revised. Your school will have a copy by the fall of 1978.

Jim Sjolund
Project Director
Comprehensive Arts in Education Program

FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures, and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation is made with the understanding that it applies to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum materials available in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.

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Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated. Wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education and Career Education.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

DEFINITION OF FORMAT TERMS
Small Schools Curriculum Project

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., music, reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of visual arts there exist several specific areas, i.e., color, line, pattern, texture, shape and form, and composition.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972 the State Board of Education adopted ten State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction.

Student Learning Objectives

Three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge of a student is expected to learn. These objectives include categories of learning such as specific facts, principals, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is: "The student knows primary colors."
>
> Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.
>
> An example of a Process Student Learning Objective is: "The student is able to use primary colors."

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Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values the opportunity to develop increased visual sensitivity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Suggested Learning Resources indicate materials, teacher made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

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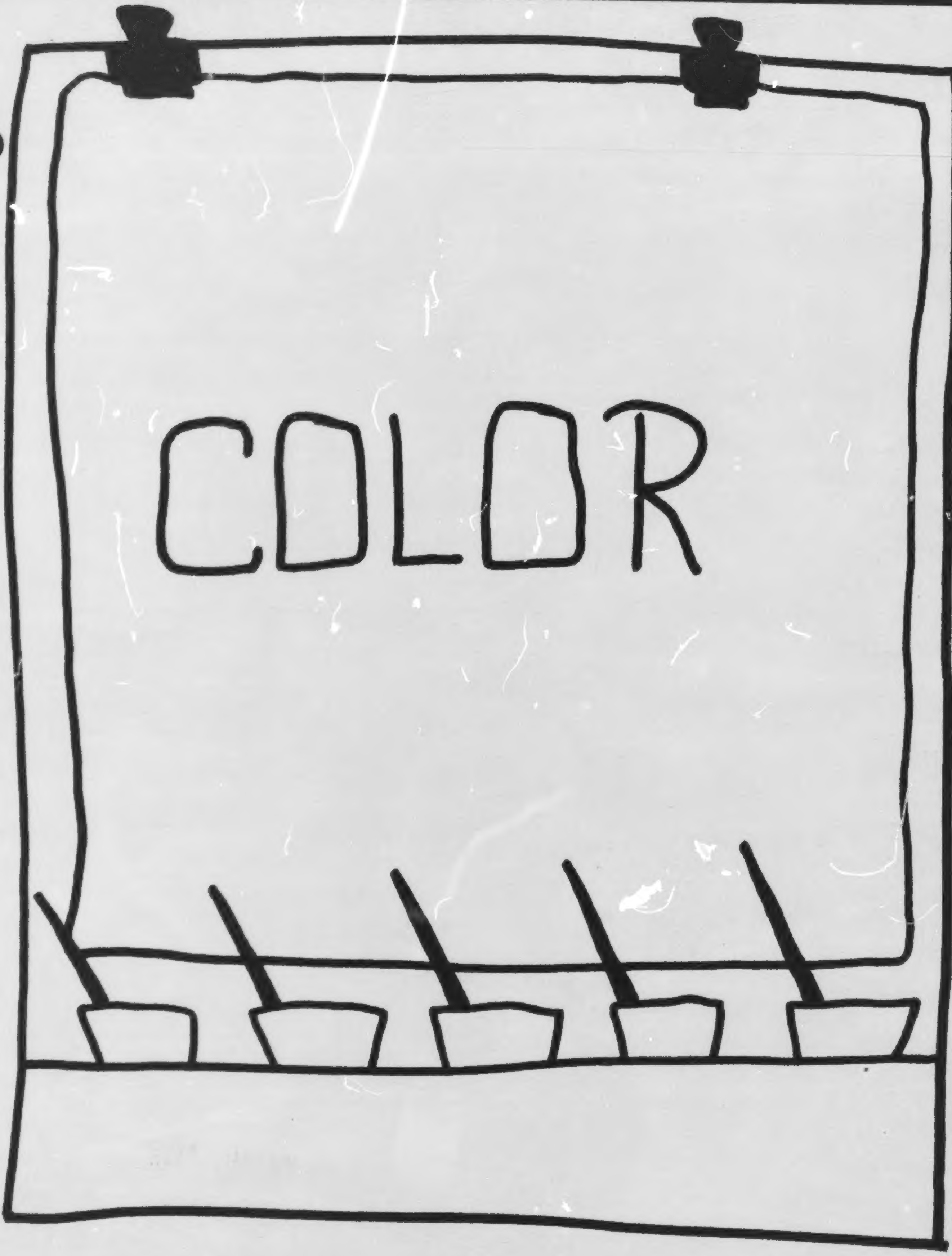
COLOR

SUBJECT: Color

SPECIFIC AREA:

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
primary colors			x	x	x	x	
secondary colors			x	x	x	x	
intermediate colors				x	x	x	
the color wheel			x	x	x	x	
warm and cold colors			x	x	x	x	
complementary colors					x	x	
intensity (brightness to dullness)			x	x	x	x	
The student is able to:							
mix colors,			x	x	x	x	
identify colors			x	x	x	x	
use wax crayons, tempera paint, chalk, pencils, and felt pens of various colors			x	x	x	x	
The student values:							
the experience of using various art materials and processes.			x	x	x	x	

SUBJECT: Color

SPECIFIC AREA:

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
tints (color and white)			x	x	x	x	
shades (color and black)			x	x	x	x	
The student is able to:							
use vocabulary pertaining to color.				x	x	x	
The student values:							
the use of color in a personal or emotional context without regard to its local use or identification.				x	x	x	

A LIST OF PAINTERS TERMS

A List of Painter's Terms

Analogous colors

Colors that are adjoining or adjacent to the primaries, on the color wheel; colors related by having the same family source or base.

Atmosphere

The general mood of a painting and the visible effect of air, weather and light on your subject.

Brilliance

The degrees of brightness found in colors. This ranges from the maximum brilliance found in white paint to the zero brilliance found in black.

Casein

Paint made from dried milk curd becomes a strong adhesive and has been used as a binder since earliest times. Although it is water soluble, casein has the consistency of oils.

Chroma

The degree of brilliance or how much light the color releases.

Color

Color is never seen by itself; it is always influenced by the colors near it.

Color Perspective

The effect achieved by allowing color to create the illusion of depth.

Combinations

Color combinations affect size relationships. A light-colored shape on a dark background will appear larger than the same shape would if the colors were reversed.

Complementaries

Colors lying directly opposite each other on the color wheel: red-green, yellow-violet, blue-orange.

Composition

How the artist puts a picture together so that the colored and drawn shapes relate to and balance each other.

Cool Colors

Most blues, grays and greens are cool because they suggest cool places, such as water, ice and sky.

Design

The style or pattern you use to construct your composition. The manner in which you put together your picture.

Earth Colors

The earliest known color to man, prepared from various ores and oxides found in the earth. They are permanent and low-priced because they are found in most countries. Earth colors are also the toned down variations of the more intense primaries. For example yellow ochre is a subdued yellow; Venetian red is a subdued cadmium red; green earth is a subdued viridian green.

Form

The shape you give to the outside edge of a visual concept; such as the shape of a vase, figure, fruit, cloud or tree.

Glaze

Any transparent coat of paint layer superimposed over a dry coat of paint, so that the undercolor filters through.

Hue

Another term for the word color. The name of the color: red orange, or green.

Intensity

The strength of a color.

Line

The outside edges of forms. Lines are also directions.

Medium

This word has two meanings. It is the substance with which pigments are mixed--water, oil, casein, wax, etc.,--which, when added to pigments make them more fluid or more adhesive, and can hasten or retard their drying. The other meaning for medium is simply the material through which the artist expresses his ideas, such as clay, marble, oil, watercolor, etc.

Negative Space

The area surrounding the main subject or idea in the composition.

Neutrals

Colors not found on the color wheel. Also called achromatics (black, white and many grays between).

Opacity

The opaque quality that does not allow anything underneath to show through in a painting. The opposite of transparency.

Organic Colors

Pigments derived from animal or vegetable substances; usually not permanent.

Palette

A tablet or any flat surface on which the artist mixes his paints. Also may refer to the typical set of colors an artist uses.

Pigment

The coloring matter in powder form used in paints.

Plastic

Anything that can be formed and modeled, such as man-made synthetic resins, clay, or plaster. The word also implies a three dimensional appearance.

Plasticity

The tension created in a painting between one element and another in the composition when the lines, color and forms mutually affect each other. To alter any one of these parts would disrupt the chain reaction of their movements.

Positive Space

The solid area of form that is making the statement in the painting.

The Primaries

Red, yellow and blue.

Saturation

The full strength or intensity of a color.

Scumbling

Brushing dry color into a dry surface. Dragging the brush back and forth from subject to background, so that the ground color shows through.

Secondary Colors

The three colors mixed from the primaries: orange (red + yellow), green (yellow + blue), violet (blue + red).

Shade

A darker version of color, which you can use to create the illusion of roundness and depth of a form. The adding of black.

Source of Light

The place or spot in your composition from which the light is emanating.

Tint

The lighter shade of a color; the adding of white.

Three Dimensional

The height, width and depth of the forms in a composition.

Transparency

The quality of allowing light to pass. Opposite of opacity. Certain oil colors are naturally transparent, such as rose madder, alizarin crimson, and green earth. All colors can be made transparent by adding a glazing medium.

Two Dimensional

The height and width of the forms and spaces within the composition.

Value

The colors as they scale from their lightest--toward white--and their darkest--toward black. Tint and shade express value.

Warm Colors

The colors that suggest heat, fire or flames. Reds and yellows are the warmest hues.

Watercolor

Transparent pigments, the same as aquarelles, made with a mixture of pigments and gum arabic.

Wet on Wet

Blending and working one color into another while each is still wet. Paintings done in this technique seldom crack.

Color Artists

Ganguin

Chagall

Seurat

Albers

Monet

Van Gogh

Marc

Kirchner

Kandinsky

Matisse

SUGGESTIONS FOR THE SELECTION OF ART EXPERIENCES

The growth characteristics and needs of students:

Every student is potentially creative.

These potentialities vary in degree but can be developed.

Students grow and develop at different rates.

They go through several different observable stages in the development of visual expression.

Because of these differences, there can be no single standard of development for all students at any one grade level. The type of experiences provided must also vary to meet the needs of all.

GROWTH CHARACTERISTICS	IMPLICATIONS FOR ART
1. Early Childhood, 5-6-7 year-olds	Select materials and tools that are easily handled, large enough to suit stage of eye development, right size and weight, and give results quickly.
General: large muscles developing coordination increasing vision farsighted attention span short concepts of time, space and number undeveloped interests self-centered but beginning to identify with a group curious - like to explore and manipulate	Select activities that have a few simple steps, permit free body movement, and the sharing of tools and their care. Set the stage, show how to handle tools and materials, encourage the student to go ahead.
Creative stage: controlled scribbling naming scribbling establishing own symbols exaggerates important parts omits the unimportant includes emotionally significant things relates to a base line	Stimulate with real experience and use questions to bring out What? Who? Where? How? Stimulate through looking. Help them see and analyze feeling. Help them feel and select.

GROWTH CHARACTERISTICS	IMPLICATIONS FOR ART
2. Middle Childhood, 8-9 year-olds General: continuation of some early characteristics rate of growth more stable small muscles developing attention span increasing realism and imaginative both enjoyed group activity enjoyed Creative stage: symbolic stage continues knowing stage beginning - draws what they know, now what they see; base line and x-ray pictures; space-time concept used perception of space is beginning - starting to draw from observation	Continue former tools and materials; add others requiring use of small muscles. Select activities that need longer work period, group activity, and enough variety to challenge all. Help with skills as needed. Stimulate with experiences raising such questions as: Who we are . . . What we are doing . . . Where we are . . . When we went to . . . Stimulate through looking. Help them see and analyze feeling. Help them feel and select.
3. Later Childhood, 10-11-12 year-olds General: muscular skill developed concepts of time and space increased ability to follow directions interest in historical and scientific attention span longest in relation to interests group loyalty strong - can function in complex group organizations Creative stage: continuation of previous stage for some, others move toward realism plane is discovered - awareness of overlapping, diminuation of size, effect of distance on vluae and intensity, etcetera concern for correct proportion and action interest in details	Provide tools and material that are varied, have a practical use, and require precision. Select activities that involve group work as well as individual work. Present help with skills and techniques as needed to solve a specific problem. Stimulate through looking. Help them see and analyze feeling. Help them feel and select.

Chapter 1
Color

1. The student can identify primary colors.

   a. Color snacks - yellow
   b. Yellow banana thingies
   c. Color snacks - blue
   d. Blue-spatter and resist
   e. Color snacks - red
   f. Red bucket
   g. Volcano
   h. Color wall
   i. Find the animal
   j. Stage lights

2. The student can identify secondary colors.

   a. Color mix in tempera
   b. Shamrock - sprouting
   c. Fruity hints: a guessing game
   d. Celery
   e. Food coloring
   f. Color shadows

3. The student can identify intermediate colors.

   a. Plaid
   b. Intermediate color mural
   c. Color wheel in black and white

4. The student can name colors on the color wheel.

   a. Spin a color - Game
   b. Stepping Stones - Game
   c. Prism and rainbow

5. The student can identify warm and cool colors.

   a. Fall mural
   b. Underwater scene

6. The student can identify complementary colors.

   a. Zap - complementary geometric
   b. Afterimage - silhouettes
   c. Color partners

7. The student can identify intensity.

   a. Playdough and pigment
   b. Tissue paper lanterns

8. The student can identify tint.

   a. Spring blossoms

9. The student can identify shade.

   a. Winter shadows

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify primary colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) language arts, shape, spelling, health

Suggested Activities: Grade(s) K-3

Title: Color Snacks-Yellow
Group Size: class
Materials: select one or two items depending on resources.

1. lemonade
2. lemon pudding
3. pears
4. golden delicious apples
5. bananas * goes with art project

Introduction:

. Food gets everybody's attention. Talk to the children the week before about yellow, red and blue foods. You might want to send a letter home and get donations.

Procedure:

. Ask children to name yellow foods. Write them on the board under the title yellow--leave space for blue and red so at the end of the week all the items will be there for review.

. After reviewing the words, the children get their snack.

Related Activities:

Science:

- food groups
- nutritional content

Language Arts:

. Stories--have children make up a yellow food or a yellow beast who eats nothing but yellow foods.

Suggested Monitoring Procedures

Ask children to tell things they eat at home that are yellow.

Possible Resources

Hugo and the Man Who Stole Colors.

The Chicken and the Egg.

District Resources

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Suggested Resources

Apparel:

- Suggest that everybody wear something yellow. Have yellow construction paper ready for those who forget so that they can make a thing to pin on.

General:

- Magic trick with cutting banana inside without cutting the peel--it's done with a pin. See red and blue for more ideas on color week.

Song:

- Make up your own tune.

If you have on YELLOW (any color)
stand up please.
If you have on YELLOW stand up please.
If you have on YELLOW stand up please.
And go and find your crayon
(line up)
(to your desk)
any other instruction you want.

Visual Awareness:

- Go on a color tour outside, in the building or in the classroom. Notice all the things that are yellow. Write them down or remember them. Each person can try to see how many things they can find (use for other colors as well).

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify primary colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) reading, shape, social studies, creative dramatics

Suggested Activities: Grade(s) K-3

Title: Yellow-Banana Thingies
Group Size: class
Materials: ditto 8" long banana and word "yellow" on yellow construction paper, scissors, crayons, glue

Procedure:

- Have children hand out paper, glue, scissors and crayons.
- With the class, look at the banana shape. Brainstorm on some of the other things it could be. No idea is too silly. Turn it around, upside down, sideways. Crescent moon, warped space ship, hat, bananamobile are possibilities. Let them know extra paper can be glued on after banana is cut out. This would be their own yellow scraps.
- Let them "go bananas."

Related Activities:

Social Studies:

- Combine with a study of Hawaii.

Creative Dramatics:

- Have the students demonstrate with their banana thingies.

Suggested Monitoring Procedures

Tell the students yellow is a primary color.

Possible Resources

Richard Scarry's Great Big School House. page 14, letter Bb

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify primary colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, health, language arts, spelling, reading

Suggested Activities: Grade(s) K-3

Title: Color Snacks-Blue
Group Size: class
Materials: 2-3 cups frozen blueberries,
2 packages grape jello
2 wooden spoons
2 bowls
electric appliance to heat water
measuring cup
paper cups--wooden spoons

Procedure:

- Heat water as stated on package. Continue to follow package directions, using the childrens' help. When mixture is complete, as stated, add the frozen blueberries into the mix. Have the children stir every now and then to distribute the cold. It will set up in about 15 minutes. To speed it up, place bowl with jello in a bowl of ice cubes. Instant jello.

Related Activities:

Language Arts
- Write other blue foods on board under "blue."
- Talk about other blue things; cookie monster...

Science
- Why does gelatin act the way it does

General
- Have blue balloons hanging from ceiling for a game of circle catch.
- Do a magic trick with 2 colored scarves in a tube.
- Wear something blue.

Suggested Monitoring Procedures

Possible Resources

Science Experiments You Can Eat.

Pea Soup and Sea Serpents.

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

Title: Blue-Spatter and Resist

Group Size: 4-6

Materials: old tooth brushes, metal window screen, blue tempera mixed with liquid soap and starch, 2-3 shallow dishes, pieces of cardboard, 14"x14" approx. for each student while working, pins and tape, leaves or original cut-outs, newspapers, 9"x11" white paper

Introduction:

- There is a certain feeling of mystery and discovery that makes this project fun.

Procedure:

- Spread newspapers on desk or table
- Put down cardboard
- Pin or tape paper to cardboard
- Pin objects to paper-make it simple
- Hold screen over paper
- Run brush over the screen while holding the screen over the paper
- The paint will spatter on the paper

Related Activities:

Language Arts

- Have "blue" written on a card for students to see
- Have students write "blue" on the back of their paper before they start

Cards

- Christmas
- Invitations
- Wall hangings

Media

- Use blue paper and white paint

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify primary colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) language arts, spelling, reading, agriculture

Suggested Activities: Grade(s) K-3

Title: Color Snacks-Red
Group Size: class
Materials: red apples, peanut butter, apple cutter, spreading knife, napkins

Introduction:

- Talk to children ahead of time about red foods. Put names of foods on the board under heading "Red." Maybe someone has a red apple tree and can bring the apples.
  Possible red foods: cranberries, cherries, radishes, tomatoes, red peppers, strawberries, raspberries, uncooked meat...

Procedure:

- After talking about red foods, dry out the already washed apples. The children can use the apple cutter to take turns cutting apples. Other children can scoop out peanut butter and put it on the apple wedges. Then they go on a napkin and are handed to each child who takes it to their seat.

Related Activities:

Science
- Strawberry milk shake--see recipe
- How apples are grown

General
- See yellow and blue

Suggested Monitoring Procedures

Tell the students that red is a primary color.

Possible Resources

From Apple Seed to Applesauce.

The Crystal Apple. by Beverly Brodsky McDermott

Cranberry Thanksgiving.

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Possible Resources

Recipe:

Strawberry Milk Shake

2 cups milk
1/2 teaspoon vanilla
1 cup frozen berries
2 tablespoons honey

- Put milk, honey and vanilla in the blender. After honey is blended, add the berries one by one while the blender is going. Add berries until you have a thick milk shake. Repeat the recipe to make enough for the class.

District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify primary colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) shape, language arts

Suggested Activities: Grade(s) K-3

Title: Red Bucket
Group Size: class
Materials: 8-1/2" x 11" red construction paper with bucket shape and "red" dittoed on 8-1/2" x 11" newsprint stapler or glue, 1" x 11" red handles, scissors, crayons

Introduction:

- Children love to put things inside other things. This project gives them the chance to make up whatever they want to put in their bucket.

Procedure:

- Show the children about cutting out the red bucket, attaching newsprint and trimming it to fit. Show how the handle will be stapled on. They can use their scraps and crayons to make items to put in the bucket. Encouarage them to make at least 5 items.
- Talk about some ideas. Ask them what they can think of that is red; barn, car, apple, ball, strawberry--other food items, box, ribbon, flowers, leaves, clothes, bike, fire truck, insects, monsters, and other imaginings. Ask leading questions if they get stumped.

Suggested Monitoring Procedures

Tell them red is a primary color. Put their "red" suggestions on the board under "red," which will be under an overall heading "Primary Colors."

Possible Resources

Song: There's a Hole in the Bucket. -- Everything Book

I Like Red., by Robert Bright, Doubleday and Co.

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

Related Activities:

Media

- Red bus with interesting passengers.

Unit Study

- Have items relate to unit. For more difficulty, children can put the names on the items.
- Older children can draw an X-ray picture of the bucket showing the things that are inside.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify primary colors.

State Goal	
District Goal	
Program Goal	

Related Area(s) science, reuse of discarded items

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources

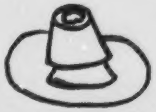
Title: Volcano
Group Size: class or smaller
Materials: 2 styrofoam cups for each experiment, baking soda, vinegar, red food coloring, shallow dish, tablespoon

Introduction:

- This is an exciting demonstration. Be prepared to do it more than once. You may want to print it up to send home.

Procedure:

- Punch a hole the size of a fifty cent piece in the bottom of one cup.
- Place a whole cup inside of it.
- Turn them upside down and place in a shallow dish.



- There should be a gap of at least 1".
- Put about 1 T of baking soda in the hole.
- Squeeze 4-6 drops of red food coloring onto baking soda.
- Pour about 2 T vinegar on top of baking soda.--STAND BACK.
- Whoopee! It'll foam up over the edge and into the bowl, a minature volcano. When the foaming slows down, pour on a bit more vinegar.
- To slow the reaction down, add a teaspoon of liquid soap on top of the volcano.

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

- Is it fizzing? If not, add more ingredients. Make sure the baking soda is dry and reasonably fresh.

Related Activities:

Science:

- A wine bottle with a cork and this combination can make the cork pop off--not advised to do in class.
- Put a dozen muscat raisins in a quart jar with 2 T baking soda. They will float up and down and start to look like fish. Add more soda when action stops. They are called elevator fish.
- Talk about CO^2. We breathe in air and exhale CO^2. We get sleepy and dizzy if we breathe CO^2. Fresh air helps us to be alert. CO^2 is used by plants. CO^2 puts out fires.
- Gases build up to cause real volcanoes to explode. (Show books from library on volcanoes.)

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify primary colors.

State Goal	☐
District Goal	☐
Program Goal	☐

Related Area(s) texture, composition, language arts, pattern

Suggested Activities: Grade(s) K-3

Title: Color Wall
Group Size: three
Materials: red, yellow and blue mixed tempera, brushes, butcher paper in 8" x 8" squares for whole class. Red, yellow and blue crayons; red, yellow and blue paper scraps, scissors, glue

Introduction:

- You're going to end up with papers in 3 separate media and 3 separate colors. This helps get across the idea that the same color can be used in different media.

Procedure:

- Take 3 days to do this. Set up a different color each day. Three students can work at a time. Try to have a third of the students participate each day. Identify which children are to use which medium and color ahead of time. Write it down along with who follows who.
- Set up a table that is divided into three sections.
- Section one:
  - Will have a butcher paper square, scissors, glue and yellow paper scraps. A new piece of butcher paper is put down for each student.
- Section two:
  - Yellow tempera in a jar, a short handled brush and a 8"X8" butcher paper square.

Suggested Monitoring Procedures

Let the children know that the three colors being used are the primary colors.

Possible Resources

District Resources

Suggested Activities: Grade(s) K-3

- Section three:
  - Yellow crayons--some broken and peeled--encourage using the side, yellow chalk, 8"x8" butcher paper.
- Children are to make any kind of design they want with one color, one medium.
- Have color names written--do a different color each day.
- When each student has made a block, put together a "quilt" to form a color wall.
- Ask children for ideas on how to lay out the pattern: by medium, by color, in strips, in diagonals, alternating...

Related Activities:

Spelling

- Color names could be spelled with the color blocks.

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Suggested Monitoring Procedures

Possible Resources

District Resources

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Suggested Objective Placement K-1

Student Learning Objective(s) The student can identify primary colors.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) shape, number recognition, language arts, animals

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources

Title: Find the Animal
Group Size: ten to a circle
Materials: 3, 6" circles - red, yellow, blue
3, 6" triangles-red, yellow, blue
3, 6" rectangles-red, yellow, blue
3, 6" squares-red, yellow, blue
. Magazine pictures of animals small enough to go under shapes easily.

Procedure:

- Have children sit in circles on the floor.
- Spread shapes out on floor.
- Show the animal to the children.
- Have them all cover their faces and hide the animal under one shape.
- The children raise their hands to guess where the animal is. To make their guess, they identify the place by saying red circle, blue square or whatever.
- If a child guesses right off, ask if they saw where you hid the animal. It may be necessary to shuffle the animal around a bit.
- When a child wins they get to keep the animal.
- Mark down who has an animal.

Variations:

- To make the game faster:
  - put more than one animal under the shapes.
- For an easier game:
  - Have fewer shapes.
- To add difficulty:
  - put numbers on shapes or use more colors, more shapes.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

Student Learning Objective(s) The student can identify primary colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) reading, spelling, drama

Suggested Activities: Grade(s) K-1

Title: Stage Lights
Group Size: class
Materials: clear gel (cellophane wrapping paper or theater supply) in red, yellow and blue. Thin cardboard from cereal boxes, portable light or flashlight or projector, large white bulletin board, 4"-6" high cut out letters for color names.

Procedure:

- To make stage lights see techniques.
- Seat children so that they all will be able to see the "screen."
- Darken room to "set the stage."
- Have a child select a stage light to hold in front of the light.
- Ask children the name of the color.
- Ask the beginning letter.
- Have a child come and select it and pin it up on the backdrop.
- Continue with different volunteers until word is spelled on the board.
- Let them pick out letters unaided if possible.
- Continue with other colors.

Related Activities:

Spelling

- Start with letters on the board but out of sequence.

Media

- Extend above procedure to produce secondary colors with corresponding name cards.

Suggested Monitoring Procedures

After the first color has been spelled and the class has said the word, ask them to raise their hands and tell what the other two primary colors are.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify secondary colors.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) science (blending), language arts

Suggested Activities: Grade(s) K-3

Title: Color Mix in Tempera
Group Size: Class or smaller
Materials: butcher paper approx. 24"x18", paint shirts, newspapers, red, yellow, blue powdered tempera, liquid starch mix, paper towels

Introduction:

- Tell the children they are going to mix colors. They will get two colors and are to derive as many different colors as possible. Stress they are not to mix one big color.

Procedure:

- Set up tables with newspaper.
- Get paint shirts on.
- Pass out paper--fold up edge 1" all around.
- Pour on approximately 1/4 - 1/2 cup starch mix.
- Sprinkle child's choice of two colors on opposite sides of page.
- Slowly add colors--tell children they are in slow motion while mixing.

Related Activities:

Language Arts

- Older children can write color names at top of paper to indicate which colors they want.

Social Studies

- Use a central idea relating to current study or child's interest.
- Cut pictures into shapes after dry and place under basic color categories.

Suggested Monitoring Procedures

Ask about the colors they are finding, have them point colors out to you and each other.

Possible Resources

Color Kittens. - A Golden Book

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources
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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify secondary colors.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) science, shapes, reading, language arts, math, St. Patrick's Day, movement

Suggested Activities: Grade(s) K-3

Title: Shamrock - Sprouting
Group Size: class
Materials: rag, sponge or paper towel, shallow pan or plastic lid lettuce or alfalfa seed (health food store), saran wrap

Introduction:
- . Children get to see seeds grow. A good chance to talk about chlorophyl.

Procedure:
- . Cut absorbent material into shape of shamrock.
- . Put into shallow dish and wet.
- . Take 1/4 cup seed and cover shamrock.
- . Cover with saran to keep in moisture.
- . Add a bit of water in two days. Check each day to see that it is moist.
- . Will sprout in about a week.
- . They can be eaten if you get untreated seed.

Related Activities:

Science, Health and Agriculture
- . Sprout beans, wheat, radishes, cabbage seed, cress and other seeds from the health food, farm supply, or garden store.

Suggested Monitoring Procedures

Show the students a color wheel and ask them to pick out a secondary color.

Possible Resources

Science Experiments You Can Eat.

The Natural Foods Cook Book.

The Tiny Seed.

District Resources

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Suggested Resources
. Watch development. How do plants relate to sun? . Cover part and see the difference in color. Art . Draw a picture of different stages of growth. Movement . Pretend to be a growing seed.		
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify secondary colors.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) shape, science, health, language arts, math

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources

Title: Fruity Hints: A Guessing Game
Group Size: class or smaller
Materials: a variety of fruit: oranges, apples (red and green), grapes, bananas..., box, knife, napkins and paper cups, name cards for fruit and colors

Procedure:

- . Seat children in a circle.
- . Have fruit in a box on a chair so that children can't see contents.
- . One child gets up and selects a piece of fruit, while leaving it in the box so that others can't see.
- . The child gives hints to the group--three hints should be enough.
- . Then the children can guess.
- . If they aren't getting it, give more hints.
- . Change selector.

  Type of hints: Say if it is a secondary, or primary color (not the color name), texture, flavor. More hints: shape, size, color name.
- . If the children are getting restless, have two give hints. Do rapid fire on guesses. Children may want to count fruit when done.
- . When guessing is done--cut up fruit into a fruit salad. Talk about patterns and other properties.

Related Activities:

Social Studies
- . Agriculture

Science
- . Ph factor of different fruits (sweet and sour).

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify secondary colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, reading

Suggested Activities: Grade(s) K-3

Title: Celery
Group Size: class
Materials: One stalk celery, 2 short straight glasses, red and blue food coloring, knife, color names on cards--red, blue, purple

Procedure:

- Put water in both glasses.
- Add red coloring to one glass, blue to the other.
- Cut bottom 1/2 inch off celery, then slit halfway
- Put ends in the two colors.
- It will take a day or so before you can see results.
- Talk about osmosis.
- Check each day to see how long it takes for color to move up the stalk. When the two colors are together at the united part of the stalk, check to see if they mix. Ask children what color they would expect to see if the did mix.

Related Activities

Science

- Use daisies.

Suggested Monitoring Procedures

Possible Resources

Science Experiments You Can Eat.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-2

Student Learning Objective(s) The student can identify secondary colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science

Suggested Activities: Grade(s) K-2

Title: Food Coloring

Group Size: class

Materials:
food coloring--red, yellow, blue
1/2 cup measuring cup
pan of water
6 glasses -- 8 oz. clear
eye dropper
name cards for six colors

Procedure:

- Have a child dip the measuring cup in the water and pour into a glass. Repeat with different children until 3 glasses have 1/2 cup water in them, 3 empty.
- Select another child to put six drops of yellow food coloring in one glass and place a "yellow" card by it.
- Repeat for red and blue.
- Ask class what color they will get by mixing yellow and red. Use the eyedropper or a spoon to transfer some red and some yellow into another glass.
- Repeat for yellow and blue, blue and red.
- While the colors are mixing, make the class aware of the color changes in relationship to quantity of pigment. Notice that there is more than one shade of orange, etc.
- After all six colors have been made, combine all. Hold in the light different ways--students should notice more than one color.

Suggested Monitoring Procedures

Hold up a color for the students to see. If it is a secondary color they stand up, if it is primary, they sit down.

Possible Resources

District Resources

Suggested Activities: Grade(s) K-2	Suggested Monitoring Procedures	Suggested Resources
Related Activities Science . Use colored water to siphon. . Do same experiment but set up for individual children to do in extra time. . Older children could present the experiment for younger children.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify secondary colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) reading, science, drama, Halloween, shape

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources

Title: Color Shadows
Group Size: class
Materials: red and blue stage lights*
*see techniques
2 flashlights or portable lamps
white bulletin board
color name cards

Introduction:

. A large part of life is noticing. This is a noticing exercise. After observing, it might be fun to draw a picture on something with two different colored shadows. Encourage children to notice changes and think of ideas how to incorporate what they see into their art work. This is a great lead-in for contour drawing.

Procedure:

. Seat children so that they all have a good view for the "show."
. The light sources should be 2-4' apart.
. Turn off room lights
. Look at a regular shadow with one light first. Various children can be appointed to make ducks, butterflies, etc., for shadow observing. Or use geometric shapes.
. Add the other light, then the colors one at a time. Talk about the changes.

District Resources

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Related Activities: Media . Use a piece of black paper to flick quickly in front of the light to give a strobe effect. . Move position of light to change shape of shadows. . Add shape names to exercise. . Group older children to do their own experiments and record the results to present to the class. . Match shadows and pictures.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 3

Student Learning Objective(s) The student can identify intermediate colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) geometry, language arts, math, creative dramatics, social studies

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

Title: Plaid
Group Size: class
Materials: chalk, crayons, butcher paper 12"x12", ruler, pencils

Procedure:

- Show some pictures of plaids to get the idea across. Notice the spacing and mixing of colors.
- Limit each student to three colors each of chalk and crayon.
- Have children make a few straight 90° intersecting lines on their papers as guidelines.
- Proceed with colors.
- Check to see that the children are varying their colors. Try to alternate directions to obtain an overlapping effect. Vary width of the lines.
- When finished use to outline a bulletin board or make a quilt.
- Notice the blending of colors.

Related Activities

Social Studies

- Scotland's tartans and wool industry (sheep, dyeing, weaving)

Math

- Measuring--spacing of lines.

Art

- Cut out plaid project to use for clothes on a Scottish person.

Drama

- Use Scottish paper dolls made by students to do a play with the overhead projector.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
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Suggested Objective Placement 3

Student Learning Objective(s) The student can identify intermediate colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) language arts, social studies, reading, spelling

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Intermediate Color Mural

Group Size:

Materials: mixed tempera: yellow, orange, red, purple, blue and green. butcher paper approx. 8-1/2"x11", brushes, newspapers

Introduction:

- Talk to class about doing a mural using a theme of common interest. Make sure everyone gets a say in the planning stage. Brainstorm first. Then settle on an idea. The results should be something everyone feels good about. This mural will express the whole class.
- Recognize that you will be using intermediate colors and determine the approximate amount of each needed. Try for it to be balanced.

Procedure:

- Pass out paper and two colors along with brushes--or use fingers:

yellow + orange	orange + red
red + purple	purple + blue
blue + green	green + yellow

- After each person works their color combination, let them dry.
- Cut out and form mural on large sheet of butcher paper.

Related Activities

Media

- Place on walls and transfer design with chalk to be finished in acrylics.
- Cut specific changes or do the design mosaic style. Break up into groups to get more participation.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can identify intermediate colors.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) science, language arts

Suggested Activities: Grade(s) 2-3

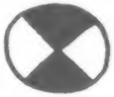
Suggested Monitoring Procedures

Possible Resources

Title: Color Wheel in Black and White
Group Size: class or smaller
Materials: cardboard circle 2" across
black and white construction paper
10 penny nail and board
straw 2" long
flashlight

Procedure:

- Make equal areas of black and white.



- Nail circle to board in exact center.
- Use straw as a perpendicular spacer between board and wheel.
- Gather class around.
- Turn off room lights.
- Shine flashlight on wheel and spin.
- Keep it spinning as fast as possible.
- Watch closely.
- Talk about the colors noticed. Write on the board.

Related Activities:

Science

- Each child can make a small top using cereal box cardboard, white construction paper and black crayon. A toothpick or old wooden match can be used for a spinner. Experiment with different patterns; notice the results.
- Try varying the ratio of black and white.

Science Center--Seattle

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-2

Student Learning Objective(s) The student can name colors on the color wheel.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) language arts, spelling, reading

Suggested Activities: Grade(s) ~~K-2~~

Suggested Monitoring Procedures

Possible Resources

Title: Spin a Color - Game
Group Size: 4-6
Materials: Tag board, brad and pointer, construction paper (six colors) staples, felt tip markers, 8-1/2"x11" paper for all--white, color names (1 of each 6 for class)

Procedure:

- There are several parts to this game. First the children make a simple pouch for holding their color words, by folding and stapling an 8-1/2"x11" sheet of white paper. Leave plain until later. As children learn the words they will put them in the pouch and put the color on the outside.

  Game:
  - Have the color wheel on a piece of tag board with a spinner braded in the middle. Put no words on the colors.
  - Have color names on cards where the children can see.
- A child spins the spinner when it lands on a color, they find the color name in the pile. If they don't recognize it directly, give them assistance, initial sounds, etc., and urge them to see what color the next childs' spinner will land on. It may be a good idea not to give any cards out until they've been "warmed up." When a child easily picks out the proper color name they can put it into their pouch. Eventually they will have all the color names. Retest them before sending it home.

District Resources

Suggested Activities: Grade(s) K-2	Suggested Monitoring Procedures	Possible Resources
Related Activities: . Try reversing the game. Give them the name, have them match it to the color.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) The student can name colors on the color wheel.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) language arts, reading, P.E.

Suggested Activities: Grade(s) 1-3

Suggested Monitoring Procedures

Possible Resources

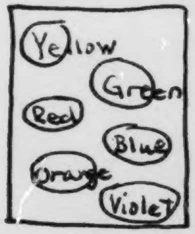
Title: Stepping Stones - Game
Group Size: five
Materials: ditto sheets, six colors construction paper, peanuts

Introduction:

- The idea is for the child to match the words on his map with the colors on the floor in the specified order. This will take some supervision. If you want to give prizes, peanuts are good.

Procedure:

- Make a ditto for each member of the class. The dittoes can be run off on the same master with the word names in the same place, to make each one different put the numbers in different order. Five variations should be plenty.



- On the floor in a small area put color circles corresponding to the map.
- Have children walk through, stepping on the correct colors, one at a time.

Variation:

- ditto just the color words in list form then put the number by them.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can name colors on the color wheel.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) science, time, spelling, reading

Suggested Activities: Grade(s) K-3

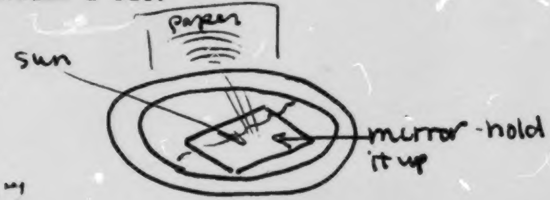
Title: Prism and Rainbow
Group Size: four to six
Materials: prism, mirror and shallow bowl of water, sunny day, white paper, crayons, pictures of a rainbow

Introduction:

- Stars put out light. Astronomers pick it up on a spectrograph. The spectrograph splits the light up into colors called a spectrum. A star's spectrum tells us what the star is made of. Rainbows are a spectrum too. A rainbow is the sunlight split into infinitely many hues. Observe as many colors as possible. Discuss the effect of light on color and vision. Notice that rainbow colors are different from paint.

Procedure:

- Keep the prism, bowl and mirror for a sunny day.
- The prism can be placed in the sun and the spectrum directed onto a piece of paper.
- If a prism is not available or you want a larger spectrum, use a shallow bowl of water and a mirror. Put the mirror in the water at an angle to the surface and direct the bowl so that the sun is on the water. The light should go through the water and reflect off of the mirror. You then catch the rainbow on the paper.
- Are you getting a rainbow? If not, jiggle things around a bit.



Suggested Monitoring Procedures

Possible Resources

Light, Mirrors & Lenses
Ladybird Junior Science Book

Seattle Science Center

Rain., by Michael Rickets,
Wonder Books

District Resources

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Suggested Activities: Grade(s) K-3

- Take crayons and mark the colors on the paper in the rainbow order. Write the corresponding color names.
- Notice how they relate to the color wheel.

Follow Up: Use the rainbow as part of a design; in a hat, space ship, a road, whatever.

Related Activities:

Language Arts

- Make up a poem using beginning letters of spectrum.

Science;

- Hang crystals in front of the windows.
- Get a sheet of polarized gel in a photography store. Do designs in scotch tape on it.
- Look at oil slicks in parking lots.

Suggested Monitoring Procedures

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify warm and cool colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) language arts, spelling, math, cooperation, agriculture

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
		Seasons

Title: Fall Mural

Group Size: 2 per section

Materials: crayons, 8-10' narrow butcher paper, found items, chalks, photos from magazines and/or books with fall pictures, glue

Introduction:

- Encourage the children to notice the changes in nature. Have them bring in pictures and items that they find. Talk about harvest crops in September - October. Ask what kind of feelings they associate with the colors and time of year. Explain that many people consider yellow, orange, red and brown to be warm colors. Ask how they feel; do they agree? Are there times these colors could give a cold feeling? How?

Procedure:

- Plan the mural. What goes in it. How do we divide the sections? Who does what? Talk about sharing spaces while respecting another's territory.
- Write a list of mural subject matter: corn, nut trees, colored leaves, other trees, pumpkins, other squash, wheat, sun, scarecrow, pears, apples, animals and so on.
- Next to the list put people's names to avoid 13 scarecrows. Make sure everyone gets to draw something they like. Trucks, houses, chopping wood could also be included.

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

- Mark off general areas with names of subject matter in chalk.
- Look for cooperation in blending spaces. Fill in items can be used: grass, vines, other non-commitals.
- Is there a general flow of design?
- Does the ground line flow from one section to the next?
- You may be able to have as many as six at a time working.
- Check that the first workers don't fill up another person's section.
- Start out by having the children do the main points of interest.
- Then follow up with fill in, ground and sky.
- Wax resist and chalk is good for clouds.
- Leaves, twigs, dry corn etc., may be glued on.

Related Activities:

Science

- Agriculture
- Seasons and astronomy

Outdoor Walk

- Collect groups of things rocks, grasses, leaves, twigs... Do comparison exercises with these things. Different shapes, colors, wet or dry are all things to notice. Also notice silhouettes of trees and clouds.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify warm and cool colors.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) biology, language arts, cooperation

Suggested Activities: Grade(s) K-3

Title: Underwater Scene
Group Size: class
Materials: 18x24 white butcher paper, books with fish photos, crayons, blue watercolor or thinned tempera, brushes, newsprint

Introduction:

- It is important for the students to understand that labeling green, blue and violet as cool colors is a subjective value judgment rather than an objective fact. There may be times when they want to use these colors in a "hot" way. That is fine. You may wish to further discuss why most people usually feel these are cold colors. Show pictures of winter, the ocean, etc.

Procedure:

- Have books available for the children so that they are not forced to draw the standard fish. Point out the other things that are under water to fill out the picture: rocks, plants, garbage, whatever.
- When the crayon drawing is finished, they get to paint over it with the blue water color. A nice finishing touch.
- The crayon should give good coverage so that it will resist when painted.
- Check your paint mixture before giving it to the kids.
- The next day they may cut a wavy irregular border off of their picture. We don't need to live a life of rectangles!

Suggested Monitoring Procedures

Possible Resources

The Underwater World of the Coral Reef.

District Resources

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Suggested Resources
Related Activities Media - do a mural Science - take a trip to the aquarium		

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can identify complementary colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) shape

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources

Title: Zap - Complementary Geometric Design

Group Size: class

Materials: construction paper in 6"x1/2" strip, red and green, yellow and purple, orange and blue, glue, scissors, butcher paper cut into squares, triangles and hexagons--sides should be at least 6", color wheel, pictures or samples

Introduction:

- The results should be shocking to the eye.

Procedure:

- Show the children some samples of geometric art or have examples of complementary colors in alternating stripes to get across the idea of contrast.
- Children choose the shape they want and two colors. Have the color wheel there for reference.
- They glue the strips onto the paper to get a shocking effect. Odd pieces can be trimmed off.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can identify complementary colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, shape, language arts

Suggested Activities: Grade(s) 2-3

Title: Afterimage-Silhouettes
Group Size: class or smaller
Materials: 18"x12" construction paper green and red, blue and orange, violet and yellow, white background, light source--projector, flashlight, scissors, glue, helper if possible

Procedure:

- Seat class around the white background "screen." Have a light to shine on it. Turn off the room lights. Pin up the red piece of paper. Shine the light on it. Stare at it for 15 seconds. Then take the colored piece down and look at the white. There should be an afterimage of green. If some children don't get the "magic" results, tell them to hold their attention the next time around. Some people need to focus a slight distance away from the object. Repeat with other colors. If attention span holds, do all six and compare. Which were most effective in producing an afterimage?
- Now break into smaller groups. Have child choose a set of complementary colored construction paper--one for the head the other for the background. Pin "head color" on board and trace child's silhouette. It may take a few days to do them all. Child cuts out head and glues onto complementary background. They could even make a black border or a border of complementary scraps.

Suggested Monitoring Procedures

Possible Resources

Seattle Science Center

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can identify complementary colors.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) shape, cooperation, language arts, social studies

Suggested Activities: Grade(s) 2-3

Title: Color Partners

Group Size: class in pairs

Materials: 8 x 12 construction paper
red and green, yellow and violet,
orange and blue, 16 X 12 (approx.)
butcher paper for each pair,
scissors, glue, color wheel

Introduction:

- This is an exercise in working together. Cooperation is a top priority.

Procedure:

- Choose partners. Make every effort for these to be compatible, but if that is not possible, explain that this is an experiment and everyone should approach it with an objective attitude.
- The pairs go and select their color combination and butcher paper. If the colors are not in pairs on the table have a color wheel handy.
- Explain to the children that they are to cut random shapes from their colored paper to glue on the butcher paper. After each child puts down one of their shapes they are to look at the other person's shape to figure out what they want to do next. It is a rule that they must look at what the other person has done before continuing on their own design. The pieces will probably get smaller as they continue. Each person should have at least 3 pieces before finishing and probably a lot more. If all goes well this can keep them busy quite a while!

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Suggested Resources

- Are children sharing the space: Look for more of one color than the other on the white paper. Ask the child who appears subservient if they feel they are getting a "turn."
- When finished, talk about what it was like to do a project with another person.

Related Activities:

- Try putting leaders together, so that they will not always be dominating.
- Putting non-agressive children together may help them to develop a bit more self-reliance.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify intensity.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) texture, shape, tint

Suggested Activities: Grade(s) K-3

Title: Playdough and Pigment
Group Size: class
Materials: playdough *see techniques
red dry tempera
egg cartons
measuring spoons

Procedure:

- Give each child 1/2 cup of playdough. Have them divide it in half. Roll one half into a fat worm and set aside.
- The other half is mixed with red pigment. Add a little at a time with a small spoon. Make sure the children notice the difference in intensity as more pigment is added. The playdough will get stiff if too much pigment is added. When the playdough is red, they can roll it into a fat worm. Twist two worms together to make a candy cane.

Related Activities:

Media

- Let the children make whatever they want out of two pieces.

Suggested Monitoring Procedures

Possible Resources

Clay Dough, Play Dough. by Goldie Taus Chernoff

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) The student can identify intensity.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) terierty colors, shapes, language arts, reading

Suggested Activities: Grade(s) 1-3

Title: Tissue Paper Lanterns

Group Size: six

Materials: colored tissue paper scraps (in torn pieces about 3"x3" or cut in geometric shapes), balloons (round), white glue, water, baby food jars, brushes

Introduction:

- It is amazing that tissue paper can make a lantern. They can be used for Christmas, Halloween or any theater production. A lot of fun!

Procedure:

- Mix one part white glue to two parts water. It can be thinner if supplies are low. Place in babyfood jars.
- Blow up balloons and put on a jar for support.
- Put a piece of tissue paper on the balloon and paint it with the glue mixture. Keep putting on pieces until balloon is covered. Paper should overlap. Only one layer of paper is necessary, but two will make a longer lasting lantern.
- Let dry overnight. Then pop or untie balloon and gently push it away from lantern. Finish the edges with more paper and glue or tape. Attach to flashlight or hang around a bulb or in front of the windows.

Suggested Monitoring Procedures

When lanterns have a light shining through them, have students notice the difference in color when there is overlapping.

Possible Resources

District Resources

Suggested Activities: Grade(s) ;-3	Suggested Monitoring Procedures	Possible Resources
Related Activities: Media . Masks . Collage . Relief maps . Containers . Cover the ballons with newspaper strips. Use the shapes to make a Santa or some fantastic animal.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify tint.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) seasons, measurement, language arts

Suggested Activities: Grade(s) K-3

Title: Spring Blossoms

Group Size: class

Materials: pictures of cherry trees, 2 bowls, white glue, stale and fresh popped popcorn, red and white tempera powder, green and white tempera powder, liquid starch-soap mix, brushes, brown crayon, aprons, 18x24 construction paper (powder blue), teaspoon and 1/4 cup measure, large shopping bag

Procedure:

- Have a snack of fresh popcorn so that the children will not eat the stale.
- A child puts 1/4 cup measure full of white tempera powder into the bowl.
- Another child puts a teaspoon of red into the white. Somebody else mixes. Continue until the proper pink is achieved. You may want to start with magenta.
- Have stale popcorn in a large shopping bag. Sprinkle 1/2 of pink powder on and shake. If corn is not pink enough, add more powder.
- In all the mixing of colors most children should get a turn. Those who don't can help shake the bag.

Suggested Monitoring Procedures

While they are mixing, talk about tint--that is white makes colors a lighter value.

Tint and shade are subsets of value, which is a bit much for most of us.

Possible Resources

District Resources

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
. Have child place 1/4 cup white in another bowl, add green by spoons and mix until light green is achieved. Mix powder with liquid starch mix. . Now you are ready for action. Have children draw the tree trunk first. Then paint with the light green grass and leaves. Remind them to leave room for the popcorn blossoms. Put drops of glue where blossoms are to go. Then place them onto the glue. Lay flat to dry. Related Activities: Media . Use popcorn to make an abstract design, letters or shapes.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student can identify shades.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) seasons, astronomy, shape

Suggested Activities: Grade(s) 1-3

Title: Winter Shadows
Group Size: class
Materials: 18x24 white paper, crayons, artist's charcoal, photos of winter, lamp

Introduction:

- Discuss the height of the sun in the summer, in the winter, and how that affects the length of the shadows. Demonstrate with a lamp and an object on a table. Talk about types of things that could be in a picture to make shadows.

Procedure:

- Have children draw a winter picture with crayons putting in only the objects that will make shadows. Check to see that they have reasonable idea of where the shadow should go. Don't give them the charcoal until the subjects are done. Then have them draw in the shadows with charcoal. They can finish putting in background and color right over the black. The black will show through.

Related Activities:

Science

- The height of the sun at different times of the year.

Media

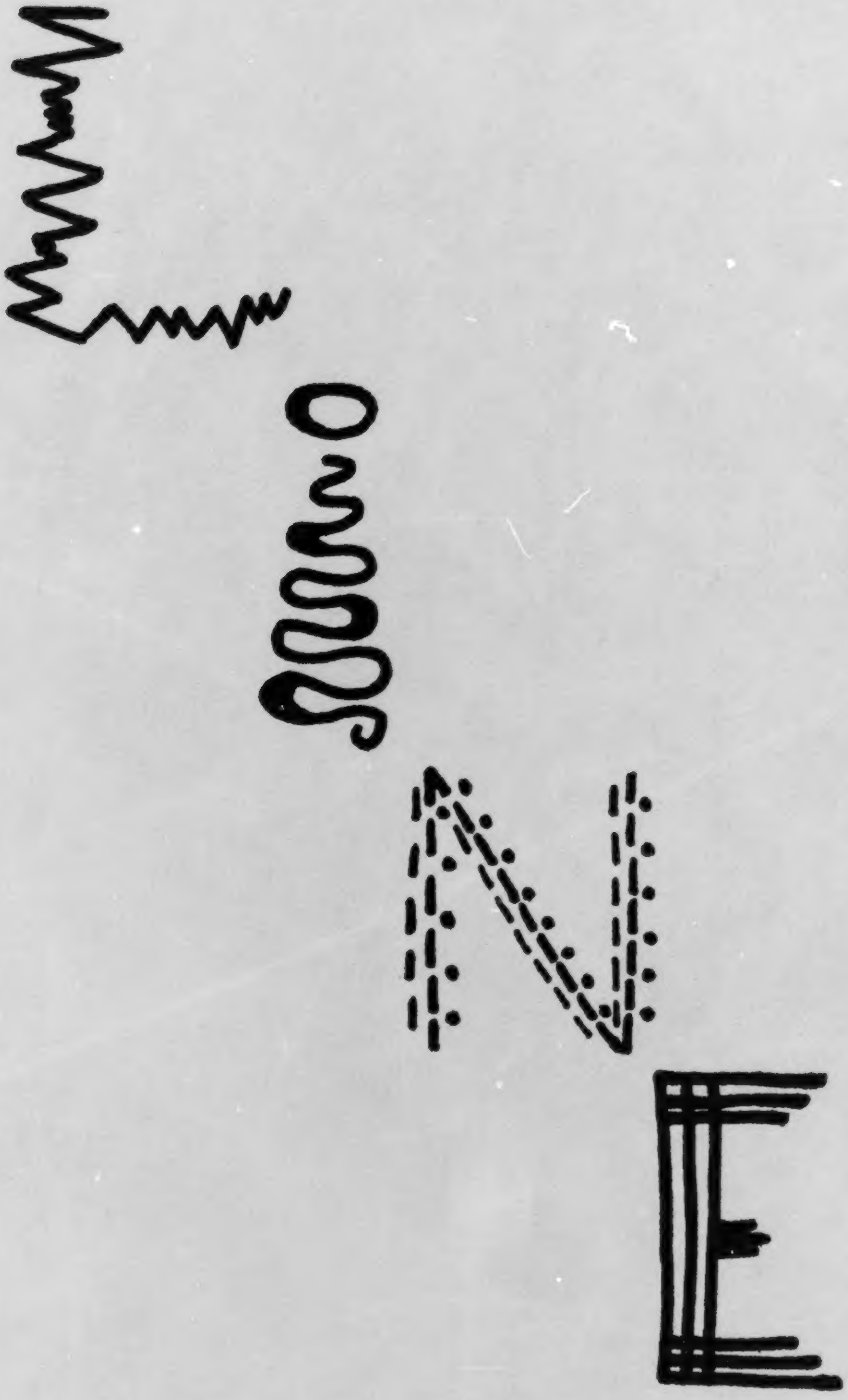
- Use black crayon instead of charcoal.
- Make a night picture by painting over the whole thing with thinned black paint.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources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SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Line

SPECIFIC AREA:

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
types of lines: straight, curved, jagged, broken	64		X	X	X	X	
a variety of lines	67		X	X	X	X	
properties of lines: dark-light, thick-thin	71		X	X	X	X	
line in various media: drawing, linoleum printing, sculpture, woodcuts, maps...	86		X	X	X	X	
line in man-made objects	92		X	X	X	X	
The student is able to:							
use a variety of lines	70		X	X	X	X	
use properties of line	71		X	X	X	X	
use line to create pattern	73		X	X	X	X	
use line to create texture	75		X	X	X	X	
use line to create dark and light areas	77		X	X	X	X	
use line to define shape	78		X	X	X	X	
use line to create rhythm	80		X	X	X	X	
use line to create depth	82		X	X	X	X	
The student values:							

Line Theory

1. Line definition

    a. Line is a point moving in space and time.
        1) Line is the connection of two or more points.
        2) Line is a "mark" left by a moving point that divides space into two or more areas.
        3) Line is a series of small points on one or more planes.

    b. Line is the edge of a plane.

    c. Line is the edge of form.
        1) Line can be a simple tracing of an object--an outline.
        2) "Delineation" comes from "line"--one cannot delineate without line.

    d. Line can give the feeling of direction and movement.

    e. When a line serves as a direction for the organization of other forms in space, it is called an axis.

    f. Line is emotion or expression.
        1) It can describe an idea, quality, emotion, without depicting any person or object.
        2) Line can project certain feelings.
            a) waving
            b) soft
            c) weak
            d) strong
            e) delicate
            f) firm
            g) bold
            h) stiff
            i) fluid
            j) nervous
            k) sharp
            l) blurry
            m) gentle
            n) tense
            o) angry

    g. Line is the visual representation of an experience of movement.

    h. Line moves vertically, horizontally, diagonally.

    i. Repetition of line creates rhythm.

    j. Repetition of line forms visual grays of varying values.

    k. Line can be used thickly to work as value.

    l. Line creates shapes and texture, models a form, illustrates a gesture or an action.

    m. Line may represent two dimensions (a flat surface).

    n. Line may represent three-dimensional qualities such as:
        1) a bent wire
        2) railway tracks
        3) branches
        4) tendrils
        5) telephone wire

    o. There are different types of lines:
        1) straight
        2) jagged
        3) curved
        4) broken

1. Line definition (continued)

   p. Line has different properties:
      1) darkenss
      2) lightness
      3) thickness
      4) thinness

2. Line vocabulary
   a. straight
   b. curved
   c. zigzag
   d. jagged
   e. broken
   f. wavy
   g. curly
   h. wiggly
   i. bent
   j. spiral
   k. perspective
   l. point
   m. dot
   n. repeat
   o. rhythm
   p. move
   q. direction
   r. long
   s. short
   t continuous
   u. contour
   v. length
   w. wide
   x. thick
   y. thin
   z. find
   aa. even
   bb. uneven
   cc. quality
   dd. vertical
   ee. horizontal
   ff. diagonal
   gg. up
   hh. down
   ii. across
   jj. cross
   kk. slant
   ll. touch
   mm. linear
   nn. plane
   oo. form
   pp. shape
   qq. space
   rr. two-dimensional
   ss. three-dimensional

3. Line artists
   a. Picasso
   b. Kline
   c. Pollock
   d. Klee
   e. Matisse
   f. Mondrian
   g. Van Gogh
   h. Charles Schultz

Line

1. The student can identify types of lines: a) straight b) curved c) jagged d) broken
   - a. Line exploration and geometric shapes
   - b. Feelings chart
   - c. Two dots and a line on a brick

2. The student can identify and use a variety of lines.
   - a. Invisable letters
   - b. Sewing cards

3. The student can identify properties of line: a) dark-light b) thick-thin
   - a. Chinese line drawing and contour painting
   - b. Sand drawings

4. The student can use properties of line.
   - a. Pictures and music
   - b. Ruler and cans

5. The student can use line to create pattern.
   - a. Paper folding
   - b. Paper cutting

6. The student can use line to create texture.
   - a. Monster stories
   - b. Tree bark texture

7. The student can use line to create dark and light area.
   - a. Moonlite night

8. The student can use line to define shape.
   - a. Personal T-shirts
   - b. Raining letters

9. The student can use line to create rhythm.
   - a. Moving pictures or cartoons
   - b. Easter eggs

10. The student can use line to create depth.
    - a. Car tracks
    - b. Student experiences
    - c. Road runner

11. The student can identify line in various media: drawing, linoleum, printing, sculpture, woodcuts, maps

    a. Maps
    b. Finger print fun

12. The student can identify line in nature.

    a. Leaf veins
    b. Mushroom prints

13. The student can identify line in man-made objects.

    a. Tools
    b. Transportation

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify types of lines: a) straight b) curved c) jagged d) broken

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) language arts, geometry

Suggested Activities: Grade(s) K-3

Title: Line exploration and geometric shapes
Group Size: class
Materials: pictures with obvious line types, geometric shapes and letters, items around the room, eraser, paper, pencil

Procedure:

- Talk to the class about lines. Ask them to think of different types of lines and where lines are found. Use the pictures to help. Ask them to look around the room to notice types of lines. Put down their findings on the board under the four classifications above. The broken line is less obvious. It will be used for the project.
- After the students have gotten the idea about lines, ask them to pick a simple shape to draw with their pencil. Once they have drawn it, they are to make a dotted or broken line out of it with their eraser. Then they can give it to their neighbor who will trace over it to discover the original shape. Use simple shapes.

Related activities:

A. Media

- Older children can do specific shapes and make a broken line without help from the eraser.
- Use crayons when you're sure they have the idea.

Suggested Monitoring Procedures

Hold up cards with examples and call upon students to identify the type of line.

Possible Resources

Anno's Alphabet.

District Resources

Suggested Activities: Grade(s) K-3

Title: Feelings chart
Group Size: class
Materials: brads, manila paper in 12" circle, stiff paper 1/2" x 3" for pointers, scissors

Procedure:

- Show the children some Charlie Brown expressions and talk about how Charlie feels in the different pictures. Ask if any of them have ever felt that way. What are some of the other ways they've felt and how a face could be drawn to represent that feeling. Put these faces down on the board in simple fashion.
- Narrow it down to 6-8 feelings. You may want to decide that ahead of time so that the circles will be marked off in sections.
- Cut out circles. Have sections marked on circles to correspond to the types of faces you have down.
- Each child puts down the full gamut of faces on their circle. Then they put the brad and pointer in the centers. This becomes a tool they can use to help express how they feel about a topic or in general.

Related activities

A. **Media**

- Do classifications the day before. Have sections and words dittoed onto circle.

Suggested Monitoring Procedures

Ask the students to identify the different types of lines representing the various expressions.

Suggested Resources

Peanuts books

I Feel: A Picture Book of Emotions

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify types of lines.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) language arts

Suggested Activities: Grade(s) K-3

Title: Two dots and a line on a brick
Group Size: class
Materials: paper the same shape and size of bricks in your building, pencil, crayon

Procedure:

- Talk about types of lines to refresh the children's memories. Also let them know that a line does not need to remain a uniform thickness.
- The paper should have two dots on the shortest sides; one on each side at varying positions.
- The students are to make the most beautiful, exciting, different line that they can starting at one point and ending at the other.
- When finished, all the "blocks" can be arranged and taped on the bricks or concrete blocks. Keep rearranging until everybody is satisfied.

Related activities:

A. Media

- With approval from the principal, have the students transfer their line onto the blocks with acrylic paints. Then they will have their own wall.

Suggested Monitoring Procedures

Make sure variety is in their lines.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify and use a variety of lines.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) primary colors, numbers, letters, shapes

Suggested Activities: Grade(s) K-3

Title: Invisible letters
Group Size: class
Materials: paraffin in 1" strips, (you will need two packages of Parowax-it's cheap), crayons-red and blue, 4" x 5" white paper

Procedure:

- Tell the students to take their wax, press down firmly and make a simple shape, letter or number.
- Color over wax design with red or blue crayon; presto there's the object.
- Now that they know how it works, they can do a "magic note" for their neighbor. Each student uses their wax to make a simple object and passes it to their neighbor. The neighbor colors it over to discover the "message".

Related activities:

A. Language arts
- Write words

B. Media
- Use chalk--this technique is great for making clouds.
- Make a whole picture.
- Let the students experiment with the technique to make their own discoveries.

Suggested Monitoring Procedures

Hold up some of the students' examples for the class to identify the type of line. Ask them if there is a variety represented.

Possible Resources

Apricot ABC

District Resources

Suggested Activities: Grade(s) K-3

Title: Sewing Cards
Group Size: 6
Materials: 12 pieces of 8" x 11-1/2" single thickness cardboard, 6 large round tipped needles, yarn, ice pick, paper punch

Procedure:

- Cut out the cardboard into basic geometric shapes. Punch holes around the edge about 2-3" apart.
- Give the children a needle with double yarn knotted together at the end. Show them how to weave in and out of the holes.

Related activities:

A. **Media**

- Have simple animal and object shapes with the name on the card.

Suggested Monitoring Procedures

Ask the children what type of line the yarn makes. There can be more than one right answer.

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify properties of line a) dark-light b) thick-thin

State Goal	☐
District Goal	☐
Program Goal	☐

Related Area(s) shape, language arts, hand eye coordination

Suggested Activities: Grade(s) K-3

Title: Chinese line drawing and contour painting

Group Size: 6

Materials: prints of Chinese line drawings, 12" x 18" butcher paper, water color, water color brushes, vase with weed or flower in it

Procedure:

- Look at the prints with the class. Talk about the way the line gets thick and thin and how simply a shape or effect is achieved.
- Demonstrate how to mix the paint and how a thin line can be achieved by applying very little pressure and how the line gets thicker as pressure is applied.
- Let the students experiment a bit to discover the paint and brush.
- Then place the vase and flower in the middle of the table where all can see. Tell them they are going to draw a picture without looking at the paper. They get to look when they first start and when they need to refill their brush. Tell them to hold the brush in their finger tips--not the usual way. They are to move the brush on the paper as their eyes follow the contour of the object. It doesn't matter if it looks like anything when done. Are they concentrating and keeping their eyes as much as possible on the object? The other hand should be kept on the paper to help keep location.

Related activities:

A. **Media**

- Let them do an original picture.
- Wet the paper first.
- Use a variety of objects.

Suggested Monitoring Procedures

Have children discuss the variations in type of line when through.

Possible Resources

Sometimes I Dance Mountains.

District Resources

Suggested Activities: Grade(s) K-3

Title: Sand drawings
Group Size: 2-3
Materials: Tray-or shallow box, sand or white corn meal, fingers, different implements-spatula, potato masher, pencil, Q-tips, spool, brush, 8" car

Procedure:

- Spread the sand about an inch thick evenly over the tray.
- Discuss with the class the purpose of the exercise. They are to discover as many types of lines as they can by using the different tools. Three-five minutes should be ample for each group. This will give the class a chance to rotate and all can have a turn.
- As a follow up, have the children use their crayons to try to duplicate some of the types of lines they made in the sand. Have them take crayon and paper to the sand table to try direct copying.

Related activities:

A. **Media**

- Color the sand with dry tempera. Put it in a funnel and make designs. Punch three holes in the rim of the funnel. Tie on string and hang the funnel. Let it swing while the sand is coming out. It will make patterns.
- Drizzle glue on colored paper and sprinkle on the sand.

Suggested Monitoring Procedures

Ask what types of lines they were able to make. What can the spatula do, the pencil, the Q-tips...for older children, write the words down on the board.

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can use properties of line. a) dark-light b) thick-thin

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) color, language arts, creative movement

Suggested Activities: Grade(s) 2-3

Title: Pictures and music
Group Size: class
Materials: records and tapes: Star Wars theme, Sesame Street, Swan Lake, waltz, march, other themes from popular T.V. shows, crayons-some broken and peeled, butcher paper 18" x 26" approximately

Procedure:

- Talk to the children about how music and pictures go together on T.V. and/or can always tell when the action is supposed to be creepy, fast, slow or whatever by the music.
- Play a bit of Sesame Street theme. Ask the children how it makes them feel. Talk about using short strokes for funny music, long for slow...Try to get them to figure it out. Also ask what color different pieces of music make them think of.
- Tell the students that you will be playing 4-5 snatches of tunes. While they are listening, they can put down their interpretation in color and line. Remember to discuss the various ways of using a crayon: tip, edge, flat, dot.
- Allow a brief pause between selections.

Related activities:

A. Media

- Pick one turn and give the students more time to do a detailed picture. Students may have some records they would like to bring in; without words is better.

Suggested Monitoring Procedures

Walk around the room and look at the lines. Encourage the students to vary the thickness and intensity of their lines.

Possible Resources

Sometimes I Dance Mountain.

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Suggested Resources

Title: Ruler and cans
Group Size: 6
Materials: 6 rulers, 6 dog food cans-small mouthed, 6 tuna cans-large mouthed, pencils, crayons, chalk, pens, 18" x 24" newsprint

Procedure:

- Tell the class that the idea of this project is to make a line that will fill up a large part of the paper. They are to use the rulers and cans to trace around to make the line. Make clear that they need not draw the full length of the ruler or go all around the can.
- After they are through drawing their line in pencil, they can go over it with crayons, chalks and pens to make it different widths, colors, etc.

Related activities:

A. **Media**

- If you have a carpentry table, let the children take narrow pieces of wood cut them and nail them together, similar to a folding ruler. They can trace a line from it.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can use line to create pattern.

State Goal	
District Goal	
Program Goal	

Related Area(s) language arts, color

Suggested Activities: Grade(s) K-3

Title: Paper Folding
Group Size: 6-class
Materials: newsprint cut in 4" x 4" squares, old newspapers, crayons

Procedure:

- Demonstrate the various ways the paper can be folded. Show how to keep the corners together, which they need do only if they want. Point out that the lines are more clearly defined if the paper is unfolded before being folded again.
- Let the students experiment with their own folding methods. When they are done, they can color on the lines in order to see the pattern they have made more clearly.

Related activities:

A. Media
- Use old newspapers to make a hat or boat.
- Take two 1/2 strips of paper, staple at right angles then fold alternately over each other to form a springy leg or whatever for some creature.
- Paper poppers, cootie catchers.

Suggested Monitoring Procedures

Share patterns and talk about how line makes the pattern.

Possible Resources

Fold, Paste, Whittle, Paint and Hammer.

Origami Storybooks. by Edward Thorneycroft, Rand McNally

The Paper Airplane Book.

District Resources

Suggested Activities: Grade(s) K-3

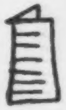
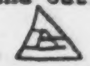
Title: Paper Cutting
Group Size: 6-class
Materials: newspapers, construction paper, scissors, wrapping paper

Procedure:

- To make newspaper trees, open up paper. Fold it in half the long way and tear. Now there are two long pieces. Overlap the two pieces about 5" and tape. Roll the whole thing into a tube. Cut down from the top about 4". Make cuts an inch apart. Hold the uncut end or trunk in one hand pinch an inside piece of paper with the other and gently pull it up.

Related activities:

A. **Media**

- Take a circle, cut around it always 1/2" from last cut hang it up from top. Do the same with a square.
- Take a rectangle, fold in half the long way cut across from fold to edge stopping 1/2" apart. Bend alternating strips in and out. You have a ventilated box. 
- Take a square fold diagonally twice.  Make 1/2 inch from both folded edges cut alternately from each side stopping at the line. Open and hang. Do the same with a circle.
- Paper dolls, fold paper and cut or do singly.

Suggested Monitoring Procedures

Suggested Resources

Making Things.

The Handbook of Creative Discov

Ann Wiseman

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can use line to create texture.

State Goal	☐
District Goal	☐
Program Goal	☐

Related Area(s) Halloween, language arts

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Monster Stories **Group Size:** 4-class **Materials:** tape recorder, crayons, pencil, chalk, paper, glue, colored paper scraps **Procedure:** . Class makes up a monster story. . Teacher puts it on tape (if you have more time each child can tell his own story on tape). . Children listen to it in groups of four and draw a picture of the monster as it is described. They may also want to show background from the story. . For follow-up children can tell why they made their monsters as they did. . Talk about how to draw fur, teeth, claws, scales. What makes these textures different? How can we make fur look smooth or rough?	Look at picture of animals and notice how line is used to create texture.	Where the Wild Things Are. Maurice Sendak Abbie Yoyo. Pete Seeger record Gumbel the Fire - Breathing Dragon. Fox and the Fire. District Resources

Suggested Activities: Grade(s) K-3

Title: Tree-bark texture
Group Size: class or smaller
Materials: pictures of a variety of trees, crayon, chalk, newsprint 18" x 24"

Procedure:

- Take a walk if possible to look at the bark on a variety of trees. Which ones look smooth, rough, bumpy, knobby and so on? How can the student reproduce that in a picture? Have pictures for them to look at.
- The younger children can do just one then compare with their friends. The older children should be able to do three different textures. The texture is the important factor. If they draw the whole tree or not should come second.

Related activities:

A. **Media**

- Take rubbings of the tree bark.

B. **Social Studies**

- Trees and how they affect our lives.

Suggested Monitoring Procedures

Have the texture words written on the board and check to see that they all are included in the results.

Suggested Resources

Goodbye, River, Goodbye.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can use line to create dark and light area.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) shape, astronomy, Halloween

Suggested Activities: Grade(s) K-3

Title: Moonlit night
Group Size: class
Materials: solid color ball, light, 18" x 24" blue construction paper, crayons

Procedure:

- Turn off the room lights. Shine a light on the ball. Talk about where the light hits and where there are shadows. Ask how that could be shown in a picture.
- Have the students draw a picture of a moonlit night when the moon is not full. Ask about other shadows that there might be and how to put them in.
- Let the children experiment with making shadows of different items from around the room.

Related activities:

- Hang up a sheet and do shadow pictures.

Suggested Monitoring Procedures

Encourage the students to use repetitive line to make the shadows.

Possible Resources

Bears In The Night. by Stan and Jan Berenstain.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can use line to define shape.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) language arts, shape

Suggested Activities: Grade(s) K-3

Title: Personal T-Shirts
Group Size: 3
Materials: old undershirts from home, permanent markers, 3 pieces of cardboard

Introduction:

- This is a self identification exercise. The shirts are followed up by the student making their own faces out of paper*. Then the two are put up together around the room, overlapped and grouped, or singly.

* See chapter on shape for lesson plan.

Procedure:

- Send home a note telling about the project and asking if each child could bring an old undershirt to school.
- When the shirts have arrived, talk to the students about their favorite thing. They get to put a drawing of their favorite thing on the shirt. If that draws a blank, have them draw a design.
- Slip the cardboard between the layers of the shirt. It keeps the color from going through and slows down the wrinkles.
- When they are through, you may want to point out that they have used line to define shape.

Related activities

A. **Media**

- Old sheets are fun to do murals on with felt tip permanent markers.

Suggested Monitoring Procedures

Have the children share their designs. The other students will let them know if they can tell what it is.

Possible Resources

District Resources

Suggested Activities: Grade(s) K-3

Title: Raining letters
Group Size: 6
Materials: crayons, watercolors, 18" x 24" butcher paper

Procedure:

. Tell the class that we are going to pretend the rain is coming down in the shape of letters instead of drops. Ask them to give suggestions about where they will land: in the trees, or the mailbox, in front of the school and so on. Write the suggestions on the board. Tell the students to draw a picture in crayon of where they want it to be raining. Then in water color they can put the letters.

Related activities

A. **Media**

. Do numbers instead.

. For third graders have them do a poster.

Suggested Monitoring Procedures

Suggested Resources

The Beatles' Yellow Submarine.

Comic Book

Words and Calligraphy for Child
by John W. Cataldo Reinhold 196

Apricot ABC.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can use line to create rhythm.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) language arts, shape, sequence

Suggested Activities: Grade(s) 2-3

Title: Moving pictures or cartoons
Group Size: class
Materials: newsprint booklets for the class about 2-1/2" x 3" stapled on the side–20 pages, pencil

Procedure:

- Show the students an example that you have made using simple stick figures or just a face changing expression. Point out that each picture changes a small amount. Before they start they should imagine what they want to start with, how they want it to end and the action in between. Discuss possible topics: a dog running, a house falling down, a tree swaying, a child running...Be sure to impress the importance of making the figures simply. Stick figures may be best.
- To be very simple just use a geometric shape and change its position on the page.

Related activities:

A. Science
- Show a seed growing into a flower and blooming.

B. Media
- Show movement in one picture by drawing multiple lines around the moving part, such as Snoopy's feet when he's dancing.

Suggested Monitoring Procedures

Possible Resources

A Walt Disney Flip Book.

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

Title: Easter Eggs

Group Size:

Materials: mixed tempera, a variety of colors, brushes, smocks, 18" x 24" paper

Procedure:

- Repetitive designs are familiar on Easter eggs. Talk to the students. Ask if they can remember any patterns from Easter eggs. Get a few examples on the board: jagged line, wavy line, dotted line or a series of straight lines. Ask the children what kind of motion the lines remind them of: the ocean, jumping...Ask them to do a design using lines. Tell them it will be cut into an Easter egg after it's dry. When the eggs are displayed around the room, you can talk about the different rhythms created.

Related activities:

A. **Media**

- Do a water picture with wavy lines.
- Indian headbands.
- Put the paper on a warm electric fry pan and draw with old crayon pieces.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student can use line to create depth.

State Goal	
District Goal	
Program Goal	

Related Area(s) language arts, conceptualizing space, social studies

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources
		Mousekin Takes A Trip.

Title: Car tracks
Group Size: 6
Materials: 3 shallow dishes, 3 flat sponges, mixed tempera: visible colors, 18" x 24" butcher paper, 6 small toy cars

Introduction:

- Perspective is a remote concept and can only be barely approached at this age. It is usually not fully introduced until the fifth grade.

Procedure:

- Ask the students how a road looks when we are standing next to it waiting to cross the street. Have them imagine how it would look from an airplane. Then have them imagine that the whole class is on an expedition across the desert. What is the road going to look like--it might be nice to have some photos on hand. Tell them that they are going to make the car tracks on that desert road.
- Demonstrate how they can gently press the car wheels into the sponge and then roll the car on the paper to leave tracks. At first they should make a simple road, leave the paper flat on the table, get their eyes down at table level to see if the road looks as if it is far away. Maybe it won't, but at least the idea has been introduced. After they have finished the simple road, let them make side roads, coyote trails, snake trails, lizard trails and whatever on their paper.

District Resources

Suggested Activities: Grade(s) K

Suggested Monitoring Procedures

Suggested Resources

Related activities:

A. **Media**
- Use the same technique with other objects to put in the paint.

B. **Social Studies**
- Combine with a study on the desert.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-2

Student Learning Objective(s) The student can use line to create depth.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) social studies, creative writing

Suggested Activities: Grade(s) 1-2	Suggested Monitoring Procedures	Possible Resources

Title: Student experiences
Group Size: class
Materials: paper, crayons, glue, scrap colored paper, scissors

Procedure:

- Use summer vacation, a trip to the city or country, last weekend, a field trip or a walk in the school yard as the basis for the drawing. Take the class over to the window to look at the sky. Talk about why and how some things look far away and how to put that into a picture.
- Use the term horizon line. The younger student will place objects of interest on the line. The older ones will be able to place things in the foreground. Some of them may even realize that smaller objects appear to be farther away.
- Have the students draw a picture with a horizon using their own experience. Once the horizon is in, they may use scrap paper to make some of their points of interest. It is interesting to watch the understanding of perspective develop.

Related activities:

A. Creative Writing
- Do a story to go with the picture.

District Resources

Suggested Activities: Grade(s) 3

Title: Road Runner
Group Size: 6 or class
Materials: ruler, pencil, paper

Procedure:

- Talk to the students about Road Runner cartoons. Ask them how the road looks on the desert. If possible have them watch the cartoon after talking about it and before doing this project.
- To draw a far away looking road the first thing is to make a horizon line. Then select a point somewhere in the middle section of the horizon, make a small dot. This will be the vanishing point.
- On the bottom of the paper make two more points on opposite sides. These are the beginning of the road edges. Take the ruler; put the edge from one bottom point to the vanishing point. Repeat for the other bottom point. Hooray! Now you have a road disappearing into the desert.
- Continue working on the picture by putting in Wylie Coyote and Road Runner with some of their fantastic inventions to outwit one another.

Related activities:

- Make stand up characters to go on the picture.
- Make the road curved.

Suggested Monitoring Procedures

Possible Resources

Perspective Drawing. by Ernest Norling part of the soft bound series found in most art departments

The Desert is Theirs.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify line in various media: drawing, linoleum, printing, sculpture, woodcuts, maps...

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) social studies, language arts, spelling, reading

Suggested Activities: Grade(s) K-3

Title: Maps
Group Size: class
Materials: 6 or more road maps with legend, contour maps of Mt. Rainier, pencils, crayons, paper

Procedure:

- Pass out the road maps to the class to look at. Ask them to raise their hands when they discover a type of line. Write the different line description on the board. When 5--6 adjectives have been written, ask them what the lines mean. Tell them what the different types of lines mean. Go over the legend with them. Now pass out the contour maps. Let the students look at them and make a few guesses what the lines mean. Then explain.
- Pass out paper, pencils, and crayons. Tell the students to make a picture--design using the types or one type of line they saw on the maps. This does not have to be a map.

Related activities:

- K-have them draw a "map" of the room and the placement of their desk.
- 1st-draw a map of the room and as many of the items in it as they can.
- 2nd-draw a map of the school and their classroom placement. Draw a map of the playground, use a legend to denote areas.
- 3rd-draw a map of the neighborhood and how to get to their house. Draw a make believe map of a place they would like to go.
- All grades-encourage the children to bring maps to school showing places that they have visited.

Suggested Monitoring Procedures

Look at a variety of pictures from books around the room and identify different types of line.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify line in various media: drawing, linoleum printing, sculpture, woodcuts, maps...

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) science, language arts

Suggested Activities: Grade(s) K-3

Title: Finger print fun
Group Size: class
Materials: brayer, printing ink, glass, paper for each student, crayons, water and paper towels

Procedure:

- Have the students look at the patterns on their finger tips and then to look at their friends' hands, until they can see the differences. Explain that all finger prints are different.
- Pass out 8-1/2 x 11 paper. Tell children that they are going to get to use their finger prints to make a picture. Roll about a teaspoon of water-based printers ink out on the glass to get the application even on the roller. Then roll it on the student's thumb. One application should make about 4 prints. The children may need more paint. The prints can be the body of an animal with the legs drawn on or a bunch of prints can go together to make something. The variety is endless.

Related activities:

- Do handprints for a class album or gift to parents.

Suggested Monitoring Procedures

Possible Resources

Making Things.

Ed Emberley's Great Thumbprint Drawing Book.

Fingerprint Owls and Other Fantasia.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify line in nature.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) science, language arts, reading, spelling

Suggested Activities: Grade(s) K-3

Title: Leaf veins
Group Size: class
Materials: leaves, wax paper, iron, pinking shears, newspapers

Procedure:

- If possible, go on a nature walk to collect leaves, otherwise have the students bring leaves to school. Try to have them be small or moderate size for the wax paper treatment, larger ones are good for copying the vein design.
- Tear off two pieces of wax paper for each student about 8-1/2" x 11". Have them come up to the ironing station in groups of five. Let them arrange the leaves on the bottom sheet of wax paper, which is resting on a thick layer of newspapers. The leaves should not overlap. Let the student put down the top sheet of wax paper and gently place the iron on top. Have them slowly move it around, sealing all the edges.
- Trim with pinking shears and then tape them on the windows. The students can now see the lines in the leaves clearly.

Related activities:

A. Media

- Pound the leaves between paper towels with an old brush to get out the pupil and have only the veins remaining before putting them between wax paper.
- Have the students copy the vein pattern onto paper and then use that design in a picture.
- A big leaf with heavy veins would make a good rubbing.

Suggested Monitoring Procedures

Possible Resources

Winter's Coming.

Mousekins ABC.

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

B. Language Arts
- Write the names of the types of leaves on the board.
- Have the students talk about their observations of the leaves: shape, texture, color...

C. Science
- Tie this in with a study of trees.

D. Outdoor Awareness
- Take a walk and gather many types of leaves. Compare them for their qualities; color, size, shape, condition and type of tree they came from.
- Collect spider webs. Spray web with spray starch or hair spray or sprinkle wheat paste powder on cobweb in the early morning while it is still wet with dew. Slip a piece of dark paper under web. lift paper gently, secure web to paper.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify line in nature.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) science

Suggested Activities: Grade(s) K-3

Title: Mushroom Prints
Group Size: class
Materials: mushrooms for class, opaque cups for class, paper

Procedure:

- If the mushrooms are going to be eaten, buy them at the store. Select the ones that still have the membrane between the cap and the stem intact. You do not want the spore gills to be showing. Wash and dry mushrooms. Pass out one mushroom to each pupil along with the paper and cups and paper. Tell the class that the mushroom is going to leave a design made of lines on their paper so they may place it wherever they want.
- Break out the stems, place the mushroom cap on the paper, put it in a place where it will remain undisturbed for a day or two. Put the cup over it so that no light will get in. This makes the mushroom drop its spores.
- The next day take off the cups and left the mushrooms to reveal the spore print. Now the mushrooms can be gathered for a feast and the prints can be used in a drawing. If you want the print to last longer, spray with hair spray, artist fixative or Scotchguard.

Related activities:

A. Science
- Study of woodland habitat or funguses.

B. Media
- Use colored paper

Suggested Monitoring Procedures

Possible Resources

The Mushroom Hunter's Field Guide.

by Alexander H. Smith

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
C. Outdoor Awareness . Walk and look for types of lines (refer to vocabulary list). When one type is found, look for its opposite or compliment. Play with teams.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify line in man-made objects.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) social studies

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources

Title: Tools
Group Size: 6
Materials: small tools: pliers, hammer, saw screwdriver, trowel, books with pictures of tools, this could include bulldozers and other powered machinery, crayons, paper

Procedure:

- Get as many small tools as you can. The janitor may be willing to lend some. Look at the tools and the book with the class. Have them notice the lines of the tools. Talk about how these lines are different than the ones found in nature.
- Let a group of six take the tools to a table to trace around them. They can then fill in basic lines on the tools and color them.

Related activities:

- Overlap the tools.
- Cut out design.

District Resources

Suggested Activities: Grade(s) ______

Title: Transportation
Group Size: class
Materials: books, pictures, toys from home, paper and paste, crayons, construction paper and scissors

Procedure:

- Have the students look at pictures, books and toys of transportation vehicles. Let them select the one that they want to draw. Have the students copy the basic outline onto a piece of construction paper and cut it out. They may then glue it onto another piece of paper and add detail with crayons.

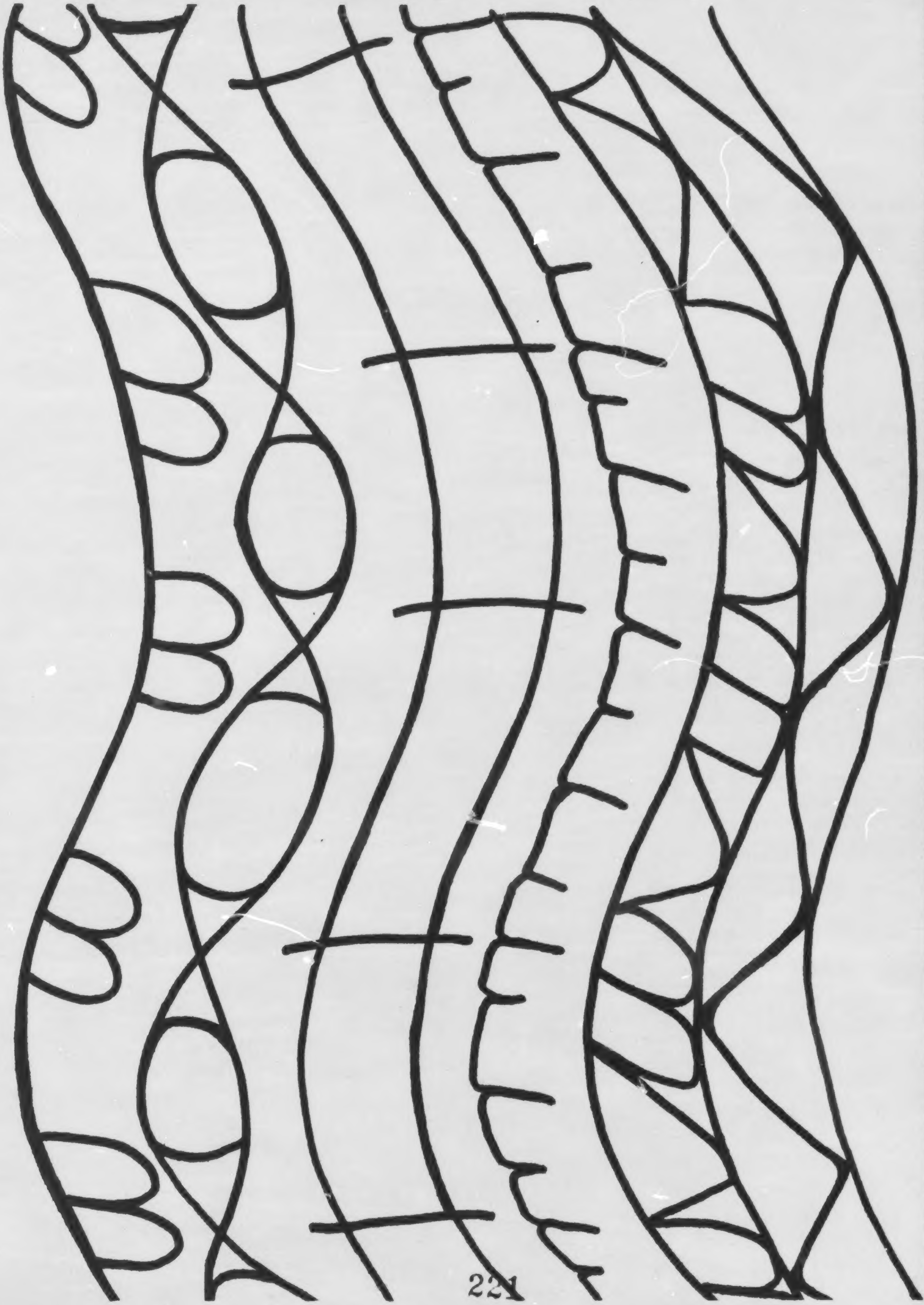
Suggested Monitoring Procedures

Show the students' pictures and ask them to identify man-made and natural objects. Ask them how the lines are different.

Possible Resources

Skylab - America's First Space Station

District Resources



SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Pattern

SPECIFIC AREA:

	Page	Suggested Grade Placement	K	1	2	3	4
The student knows:							
pattern and pattern network	98		X	X	X	X	
various types of pattern; continuous, alternating, checkerboard, overlapping, geometric, free-form, representational, in nature and in man-made objects	106		X	X	X	X	
pattern in various media	120		X	X	X	X	
The student is able to:							
create a simple continuous pattern network	106		X	X	X	X	
create a simple alternating pattern network	107		X	X	X	X	
create a complex checkerboard pattern net.	108			X	X	X	
create a complex overlapping pattern net.	111		X	X	X	X	
use color to create pattern	113		X	X	X	X	
use pattern to show texture	116		X	X	X	X	
The student values:							

District Placement

Pattern Theory

1. Pattern definition
    a. Pattern is the repetition of a similar shape or set of shapes.
    b. Shapes in a pattern are often called a motif.
    c. The similarity of shapes gives coherency and stability to a design.
    d. Shapes can be precisely or irregularly repeated.
    e. Pattern is created by arranging several shapes, lines, textures and/or colors.
    f. Patterns generally have a basic underlying network such as:
        1) continuous
        2) alternating
        3) checkerboard
        4) half drop
        5) brick
        6) overlapping
        7) triangular
        8) diamond
        9) directional change
        10) ogee ("s" curve)
        11) hexagon
        12) scale
    g. Visually successful pattern usually incorporates basic principles of design.

2. Pattern Vocabulary
    a. Names of pattern
        1) zigzag
        2) polka dot
        3) paisley
        4) stripe
        5) houndstooth
        6) herringbone
        7) plaid
    b. Words that are associated with pattern.
        1) design
        2) motif
        3) network
        4) continuous
        5) checkerboard
        6) half drop
        7) brick
        8) solid
        9) unit
        10) radial
        11) directional change
        12) horizonal
        13) diagonal
        14) vertical
        15) up and down
        16) offset
        17) alternate
        18) over and over
        19) uneven
        20) sequence
        21) shape
        22) square
        23) triangle
        24) ogee ("s" curve)
        25) hexagon
        26) diamond
        27) placement
        28) repeat
        29) varied
        30) symmetrical
        31) informal
        32) abstract
        33) representational
        34) geometrical
        35) circular
        36) scale

Pattern theory - continued -

37) big
38) large
39) small
40) little
41) tiny
42) several
43) different
44) unity
45) balance
46) rhythm
47) space
48) negative
49) positive
50) dark
51) light
52) strong
53) delicate
54) active
55) quiet
56) texture

3. Pattern artists
   a. Klimt
   b. Morris
   c. J. Larson
   d. Mosely

Chapter 3 Pattern

1. The student can identify pattern.
    - a. Pattern in a carton
    - b. Shopping ideas

2. The student can identify a pattern network.
    - a. Pattern solitaire
    - b. Bead work

3. The student can create a simple continuous pattern network.
    - a. String of hearts

4. The student can create a simple alternating pattern network.
    - a. Swinging geometrics

5. The student can create a complex pattern network.
    - a. Nonsense words

6. The student can create a checkerboard pattern.
    - a. Share leapfrog

7. The student can create an overlapping pattern network.
    - a. Overlapped characters

8. The student can use color to create pattern.
    - a. Magazine mosaic
    - b. Sponge printing
    - c. Traffic lights

9. The student can use pattern to show texture.
    - a. Textured turtles
    - b. Fish

10. The student can identify pattern in various media.
    - a. Burlap weaving
    - b. Cookies
    - c. Straw blowing

11. The student can identify geometric pattern.
    - a. Beehive
    - b. Our town

12. The student can recognize free form pattern.
    - a. New animals
    - b. Bloppy butterflies

13. The student can recognize representational pattern.
    - a. Mirror names
    - b. Number patterns

14. The student can identify pattern in nature.
    - a. Vegetable or fruit prints
    - b. Natures geometrics

15. The student can identify pattern in man-made objects.
    - a. Flags
    - b. Windows

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Suggested Objective Placement K

Student Learning Objective(s) The student can identify pattern.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) shape, color, sequence

Suggested Activities: Grade(s) K

Title: Pattern in a Carton
Group size: 4-6
Materials: blue and red const. paper,
6 long egg cartons - cup section

Procedure:

- Cut 36 blue circles and 36 red squares, about an inch across. Then with class demonstrate the beginnings of pattern making. Put two sets of circle-square in a line on the flannel board, then ask the students what comes next. Keep repeating the pattern 3-4 more times, then ask them another way that they could make a pattern.
- Do a few patterns. Tell them that they get to play a game during work time and will trade off so that some time during the week everyone will get to play.
- Take 6 students to a table give them each 6 circles and 6 squares. Also give them each a set of 12 egg carton cups either in regular form or put together in one long row.
- Tell the students to make their own patterns with the shapes in the egg cartons. They could also take turns being leader and start a pattern for the others to follow.

Related Activities:

- Have them copy their pattern onto a piece of paper to be wrapped around a can for a pencil or paint brush holder.

Suggested Monitoring Procedures

Possible Resources

District Resources

uggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources
. Use patterns with your morning calendar work, cut out different shapes and colors, put the numbers for the days on them. As each new day comes, ask the helper for the day what shape or color will come next.		
		District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify a pattern.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) language arts, social studies

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources

Title: Shopping Ideas
Group Size: class
Materials: scissors, glue, clear contact paper, magazine pictures, tag board, yarn

rocedure:

- Look at several pictures from books or magazines and talk about the different types of patterns that can be found in them. Then have the students think of things that their mothers or fathers buy in the grocery store.
- Give them magazines to go through to find pictures of 6-10 things. The pictures should be in color and fairly good size. Sometimes it helps if you have torn out the pages with suitable items on them ahead of time then the students have more time to select and cut the pictures.
- When it looks as if most of the students are well on the way to having most of their pictures cut out give them a piece of 12X12" tag board and 2' of yarn. The objects they have chosen will form some sort of pattern connected by the yarn. The pattern can be free form or in one of the shapes mentioned in the introduction. Place contact paper over the whole picture and use tape to finish the edges after the glue is dry. The yarn will make it a bit bumpy so you may want to have the students mark their pattern with a pencil or crayon. When fini-

District Resources

uggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
shed the child can take it home as a family shopping reminder. These can also be written on with felt tip pen which can be attached through a paper punched hole when the child gets it home. The parents can also attach it to the wall with double backed tape. A gift that will get used!		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify a pattern network.

State Goal	☐
District Goal	☐
Program Goal	☐

Related Area(s) shape, math, formal language (beginning of computer languages)

Suggested Activities: Grade(s) K-3

Title: Pattern Solitaire
Group size: 1 or 2
Materials: 3x5 index cards, scissors, red and blue felt tip pens

Procedure:

- Cut ten cards in half to make 20 almost squares with felt tip pens mark ten blue circles and ten red squares. Take ten whole cards to make rule cards. Use the same colors, as before, for circles and squares.

How to play the game:

- Shuffle the game cards.
- Lay out game cards in a row face up. Start with 10 or fewer. Add more as the student is ready.
- Example of 10.

  ○■○○■○■○○○

- Shuffle the rule cards, pick the top two (find simple ones to start out with) and place them face up below the game cards.
- Use the rule card equations to reduce the number of cards in the game row. Try to have only one card left.
- Example of a game:

  ○■○○■○■○○○

  Game cards: ⤴

  Rule cards:

  ○■=○ ■○■=■

Suggested Monitoring Procedures

Examples of rule cards:

○■=○ ■○=■ ○○=■
■■=○ ○○○=■○ ■■■=○■
■■○=■ ■○■=■ ■○○=○
○○■=○ ○■■=○ ○■○=■■
■○○■○=○■

Instead of = on the rule card, you might want to put indicating "changes to."

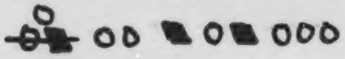
Teach to your brightest students. When they have mastered the game, they can teach it to someone else. Check up on them now and then to see how it's going. Students will learn to plan moves ahead.

Possible Resources

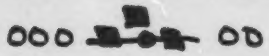
District Resources

uggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources

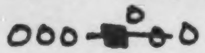
- 1st play - Use the rule card on the left first. When you find ○■ remove it totally, don't allow short cuts at first, and replace it with a circle. Only one move per play.



- 2nd play - In this game it is possible to use the left hand rule card again, but that would mess up the only pattern we have for the right hand rule card, so we will use it.



- 3rd play - Only one set of ○■ left.



- That leaves us with five circles. Not a very good hand. It might help to shuffle more next time.

Related Activities:

- Have two play on the same line or with identical lines as a competition.
- Use the rule card to lengthen the game card line. Start with only one game card.
- Use the same method for a letter game (plan follows). Entitled Nonsense Words.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify a pattern network.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) shape, color, math, language arts

Suggested Activities: Grade(s) K-3

Title: Bead work

Group size: 6

Materials: playdough, dry tempera, a variety of colors, round tooth picks, wax paper, string or heavy thread, large needles, egg carton tops

Procedure:

. Mix a batch of play dough with the children, if there's time. Have them choose 4-6 colors to mix into the dough. Try to keep the colors separate. Each student should be given a piece of wax paper to use for making beads after the color is mixed in. The beads should be no larger than 1/2" but can be any symmetrical shape. When each student has finished 5-10 beads give them an appropriate number of toothpicks to stick through the beads. Check to see that the toothpick has gone through the center of the bead. They can leave the toothpicks in. The teacher should remove them at the end of the day or they won't come out. If they stay in a while, it helps the hole to keep it's shape. Place the sheets of wax paper with beads in egg carton tops until dry. Turn the beads in the morning and afternoon. They may take two days to dry. When they are dry have the students string them in a pattern. They may or may not need a needle to string the beads depending on the type of hole and the type of string. Wax on the end of the string will make it stiffer. After the beads have been strung make sure that both knots are secure to keep the beads in place. Then the

Suggested Monitoring Procedures

Share each students pattern with the class. Talk about the pattern. If there isn't a pattern, use what is there to make one.

Possible Resources

Clay-Dough,
Play-Dough.

District Resources

uggested Activities: Grade(s) K-3

students can move the string of beads on their desks to make diamond, triangle, ogee and many other patterns.

Possible Uses for the Beads:

- Finish them with a white glue glaze and wear them. Or give them as a present.
- Use them to decorate a bulletin board.
- Use them as props in a play.
- They could frame a picture.
- Work them into a weaving.
- Decorate a puppet box.

Suggested Monitoring Procedures

Possible Resources

District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) The student can create a simple continuous pattern network.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) shape, creative movement

Suggested Activities: Grade(s) K-3

Title: String of hearts
Group size: class
Materials: red, white and pink const. paper scissors, newsprint, pencils, string, tape

Procedure:
- With younger children practice cutting hearts on newsprint first. When they get a good one, save it to use as a pattern or reminder.
- Have the students cut different size and color hearts no larger than 3" high. With some hearts cut a half inch edge off and use it as a rim for a smaller heart. Tape hearts to string and hang.

Related Activities:
- **Media:**
  Do various size circles and a fish, either hanging or on paper.
- **Movement:**
  Have students make a heart by using their hands, arms, legs, whole body. Have two people make a heart, four people, the whole group.
- Use large arm movement to make a heart. Start with hands at top center of heart move up, out and down. Do until motion is fluid. Use a mirror to look at one half of a heart. Do other mirror drawings. Do any kind of drawing and look at parts of it with a mirror for interesting results.

Suggested Monitoring Procedures

Possible Resources

The Magic Mirror Book.

See techniques section on mobiles

District Resources

uggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can create a simple alternating pattern network.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) shape, creative movement

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Swinging geometrics **Group Size:** class **Materials:** colored scrap paper, pencils, scissors, string, tape		See techniques section on mobiles

Procedure:

- No special colors are needed so this is a chance to use up some of that scrap paper. Give each child 2 squares, 2 circles, 2 triangles. The students can cut rims off and put different shapes inside each other and arrange them in an alternating pattern before taping them to the string.

Movement:

- Have one child stand in front of the other as in a line. The one in front is a "pencil" the one in back is going to "write" on the floor with the "pencil". Have them "write" the different shapes. Everyone is to guess what it was.

District Resources

uggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) The student can create a complex pattern network.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) vowel - consonant, language arts, reading, creative writing

Suggested Activities: Grade(s) 1-3

Title: Nonsense words
Group size: class
Materials: chalk blackboard

Procedure:

Write two rules on the blackboard as follows:

#1 [* = ■ ○] #2 [* = ■ ○ ■]

This game is the reverse of Pattern Solitaire. The pattern grows instead of shrinks. To play, have the students think of a number from one to three. This will be how many times you apply a rule.

- To apply a rule ask the students which rule they want to apply, then write on the blackboard the square/circle pattern the rule produces. For example, rule #1 means: ■ ○
- If two or three rules are to be used, string the patterns into one long pattern. For example: Rule #1 then Rule #2 then Rule #1 produces:

■ ○, ■ ○ ■, ■ ○

When the pattern is complete with the children's help, convert the squares to consonants and the circles to vowels. For example, in the above pattern one could get:

"SOVATCA" or "DERESMO", etc.

- Then the class can try to pronounce it.
- For a more advanced game make up more complicated rules. Include double consonants like "ch" and double vowels like "oo" when substituting for squares and circles.

Suggested Monitoring Procedures

Possible Resources

Dr. Seuss, On Beyond Zebra

District Resources

uggested Activities: Grade(s) 1-3

Suggested Monitoring Procedures

Possible Resources

- After there are a few (whatever attention span will allow) words on the board, let the students select the one they like the best and draw a picture of whatever it suggests to them. Then write a story about this strange creature or object.
- Dr. Seuss books are tremendous inspiration for new ideas. On Beyond Zebra has quite a few nonsense words and characters in it.

Example Game:

- Teacher asks for a number from 1 to 3.
- Students pick 2. This means use 2 rules for the word.
- Teacher asks students to select a rule.
- Student pick rule #2.
- Board shows: ■○■
- Teacher asks students to select a rule.
- Students pick rule #1.
- Board shows: ■ ○ ■■ ○
- Teacher asks for a consonant.
- Students pick "M"
- Teacher asks for a vowel.
- Students pick "I".
- Teacher asks for a consonant.
- Students pick "T".
- Teacher asks for a consonant.
- Students pick "W".
- Teacher asks for a vowel.
- Students pick "O".
- Word is 'MITWO".
- Write it on the board under the pattern.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) The student can create a complex checkboard pattern network.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) math, language arts, shape, color, creative movement

Suggested Activities: Grade(s) 1-3	Suggested Monitoring Procedures	Possible Resources

Title: Shape leapfrog
Group size: class or smaller
Materials mixed tempera-- 2 colors, spools and 1" square blocks, flat dishes, 1 ft. squares of butcher paper

Introduction:

- This project will be done by printing circles and squares.

Procedure:

- With younger children have a checkerboard on display. You may also want to pre-line their papers. Demonstrate one row at a time. Have the block in one hand and the spool in the other. Use the same color with the same shape consistently. Press the spool into the paint sponge and place it in the lower left-hand corner of the paper. Keep it there. Press the block in the other color paint and leap frog over the left hand to the next square. Keep the right hand where it is while the left hand gets paint and leaps to the next spot. Keeping one hand stationary should help to minimize confusion. Display in quilt fashion or use as wrapping paper.

Creative movement:

- Have the children hold 18X24" sheets of red & green const. paper. Have them form a checkerboard pattern. Do one row at a time until whole class is standing. Then have them raise the color over their head so that all can see.

District Resources

uggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can create a complex overlapping pattern network.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) Halloween, shape, color, creative movement, creative writing, music

Suggested Activities: Grade(s) K-3

Title: Overlapped characters
Group size: class
Materials: dittos
do (1/4 class number witches
in three (1/4 class number ghosts
colors (" " " " " cats
(" " " " " jack-o-lanterns
scissors, glue, const. paper for background

Procedure:
- Print three colors for each person. Each child will get three of the same character to cut out and overlap. Leave the features off of the ditto and let the children make their own. Only the figure on the top will have features cut out so that the color underneath will show.
- Pass out the color to go on the bottom first. Have the students cut it out and glue it to the background. Then the second one. On the last one they cut out the features. Leave about 3/4 of an inch showing of the first two figures and have the overlap to the right so that the final figure is on the left. After the gluing is done, let the children color in a background.

Creative movement:
- Have the children stand in groups of three in an overlapping way.
- Let them sit on the floor and overlap, legs, hands, arms.

Creative Writing:
- Play Hall of the Mountain King from Peer Gynt and have older children use some of their spelling

Suggested Monitoring Procedures

Talk about other things that are overlapped such as shingles.

Possible Resources

Music
- Peer Gynt - Hall of the Mountain King

District Resources

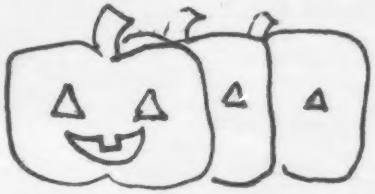
Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Possible Resources

words to do a story about the picture or an integration of all 4 themes.

Example:



To avoid using dittos, have the children draw a picture, cut it out, trace it two times and cut the copies out.

District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) The student can use color to create pattern.

State Goal	
District Goal	
Program Goal	

Related Area(s) social studies, creative writing, language arts

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Possible Resources

Title: Magazine mosaic
Group size: class
Materials: colored pictures from magazines, glue, paper 8-1/2X11, crayons

Procedure:

- Ask the students to remember something they've seen that had a lot of color. A building, lake, tree, dog, ball, flower, whatever. That item is going to be the feature in this piece. They are to look for colors in the magazine pictures that will be good for their object. Tear out the color into no larger than 1" piece--smaller for older children. Glue the pieces down forming the shape that they want. Some students may want to draw the shape before or after they glue down the pieces. When the main object is done, they can draw in the rest of the scene.

Creative Writing:

- Write or tell a story about what happened in that place.

Media:

- It may be easier for some children to glue down the pieces using a brush and glue-water mix.

District Resources

uggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can use color to create pattern.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) social studies, shapes

Suggested Activities: Grade(s) K-3

Title: Sponge printing
Group size: 6
Materials: 1/2" thick sponges, shallow dishes brightly colored mixed tempera, butcher paper, scissors

Procedure:

. Have students cut out a simple design from a wet sponge. Each student uses only one color and prints a design on the paper. When they are all dry, they can be cut into shapes and combined to make a bulletin board.

. Some ideas for the bulletin board:

Flowers
City buildings
Clowns

Suggested Monitoring Procedures

Look at the patterns that each student has created and then at the combined pattern.

Possible Resources

District Resources

uggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement K

Student Learning Objective(s) The student can use color to create patterns.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) safety, creative dramatics

Suggested Activities: Grade(s) K

Title: Traffic lights
Group size: class
Materials: dittoed const. paper, red, yellow, and green with circles, scissors black const. paper with traffic light, glue

Procedure:

- Give the students the black background to cut out. Then give them the red circle when it is cut out and glued to the proper spot (there should be a demo. model where all can see it), give them the yellow paper, when it is done, give them the green. Talk about the meaning. Use the stop lights in dramatic play.

Related activities:

- For older children do a project with the dotted lines in the street and their meaning.

Suggested Monitoring Procedures

Have the students check their traffic light with others in the class to see if the pattern is the same.

Possible Resources

District Resources

uggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can use pattern to show texture.

State Goal

District Goal

Program Goal

Related Area(s) shape, P.E., science

Suggested Activities: Grade(s) K-3

Title: Textured turtles
Group size: class
Materials: construction paper, scissors, crayons, pencil

Procedure:

- Show photos of a turtle's shell. Have the students notice how the pattern has concentric markings. Point out that the students can either use different colors or black to make the divisions... they may want to use both. Use 8-1/2X11 const. paper, white or colored. For younger children ditto a turtle shape for them to cut out. With the older children tell them to make a turtle from an aerial view with the feet touching the sides of the paper. When they are through, they can cut out the turtles.
- It is possible to race the turtles on a string. The feet must be lower than the tail and the paper should be stiff (glue first turtle to cardboard or another piece of paper). Punch a hole 2 inches below the base of the neck. Put a string through that is securely tied about 12 inches off the floor. A textured floor is easier for the turtle to walk on. A string about 6 feet long will make the walk shorter and give more people a turn. Get about ten of them going on a rainy day and have races.
- The turtle moves on the string by making it slack and then pulling it tight with a slight jerking movement.

Suggested Monitoring Procedures

Possible Resources

Look Who's Talking
by Ylla, Harper & Bros.

One Dragon to Another
Let's Get Turtles

District Resources

uggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
Related activities: . Make rockets, cars, or alligators. . Do an alternating color pattern.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can use pattern to show texture.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, creative movement, music

Suggested Activities: Grade(s) K-3

Title: Fish
Group size: class
Materials: a live gold fish, crayons, colored const. paper

Procedure:

- If you can not find a fish among your friends, ask the children if they have one they could bring. If all else fails, buy one for the class.
- Pass the fish bowl around to the different tables or have groups come up to look at it. Ask the children to notice the different textures on the fish. When they get back to their seats, have them remember one of the textures that they saw on the fish. They are to use this one texture repetitively in a design, preferably non-representational.

Creative movement:

- Move hands like a fish. Look at books with many types of fish. How do they move? Use arms, then whole body. Have class try to guess type of fish. Work in groups. If they get really well organized, the whole group can form one fish. A manta ray is one suggestion.
- Use music.

Suggested Monitoring Procedures

When students share their work with each other, have them guess what part of the fish the texture came from.

Possible Resources

Music
Debussy
Afternoon of a Faun

District Resources

uggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify pattern in various media.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) nature walk, creative movement, cooperation

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources

Title: Burlap weaving
Group size: class
Materials: pieces of burlap about 8" square, twigs, feathers, long grass, strips of colored paper

Procedure:

- Show the students how to pull out threads from the burlap. Explain that they will be putting items they brought to school in place of the missing threads. It is up to them to decide how many threads to take out and what to put in.
- When finished, the weavings can be displayed as a quilt or be attached to a larger piece of burlap. Older children may want to sew the edges and make a different shape of the perimeter.

Creative movement:

- Have 6 students hold 3, 8' long 1' wide strips of cloth while 6 other students take strips of cloth and weave it. Change so that everyone gets a turn.
- Ask how they would show a weaving movement using a small or large group of people.

District Resources

uggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify pattern in various media.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, health, math, creative movement, social studies

Suggested Activities: Grade(s) K-3

Title: Cookies
Group size: class
Materials: ingredients from recipe, vegetable grater, large bowl, wooden spoon, measuring cups and spoons, cookie sheets, portable oven or use school's

Recipe:

3/4 cup oil, 2/3 honey, 4 large apples, 2 tsp. vanilla blend until smooth; mix in: 3 cups rolled oats - instant and old fashioned, 1 cup sunflower seeds, 1 cup raisins or chopped dates, 1 cup chopped walnuts;

- mix all ingredients and take turns making a pattern on the cookie sheet. Bake at 400° for 15 minutes or eat raw.

- Remember to wash hands first. It's easy to forget.

Procedure:

- Have students take turns measuring ingredients and shredding the apples. Put into the bowl, let children take turns mixing ingredients. Divide the dough in eighths to get an idea of how big to make each cookie. While the cookies are cooking, have the students join in with clean-up.
- Talk about the pattern the cookies make on the cookie sheet. What would be other possible patterns. Why do we usually use the same one?

Creative movement:

- Show with hands then body what the cookie is doing in the oven.

Suggested Monitoring Procedures

Possible Resources

Dry It You'll Like It
by Gene Macmaniman
Living Foods Dehydrators
P.O. Box 546
Falls City, Washington 98024

District Resources

uggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
. Have the children count the number of cookies in a row and then stand up and form the same pattern that is on the cookie sheet.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify pattern in various media.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) science, creative movement

Suggested Activities: Grade(s) K-3

Title: Straw blowing
Group size: 6
Materials: red ink in a bottle with dropper, blue tempera mixed with water, yellow tempera mixed with liquid starch, 9x12 white paper, droppers, straws for class

Procedure:

- Give a demonstration on how to blow the paint. Tell the children that the three colors are different types of paint and you want them to notice if they act differently on the paper. Show the students how to drop just a little paint on the paper. Explain that too much paint just messes up the design. Make sure the students understand that when the straw is aimed in different directions it makes the paint move in that direction and when the straw is straight up and down there's a sunburst effect.

Creative movement:

- Have each child show the movement in the picture with their hands and then body. Do in groups of four.

Media:

- Pick out part of the blown drawing that reminds you of something. Cut it out. Glue on a piece of paper and draw the rest of the picture.

Suggested Monitoring Procedures

Discuss how the different media affect the pattern.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify geometric pattern.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) math, creative dramatics, language arts, spelling, science

Suggested Activities: Grade(s) K-3

Title: Bee hive
Group size: class
Materials: tag board 6"X6" squares, crayons newsprint 18X24"

Procedure:

- Ahead of time cut out 4" hexagons leaving a stencil and tracing form. Starting the cut with an exacto knife would be easier. Scissors can be used after you get it started. Cut enough so that each student has either a stencil or a tracing form. They can trade during the drawing time if they want. Put the word hexagon on the board. Let the students make up names for the people and things on the planet. Have them figure out how to write them on the board--help out the younger children on that part.
- Make up a little story for the class: On a planet in a far away galaxy in a time that is timeless, there is a group of beings that lives in a hexagon world. They are made of hexagons and most of the other things in their world are made of hexagons. The rules of the assignment are to trace/stencil hexagons on the paper in a series so that the sides touch--at least one side. No large hexagon should be dangling out in space. It might fly away because they don't have much gravity. After at least 10 large hexagons are on the paper the students can draw little ones inside or on top of the large ones. The people, etc. can be made from one hexagon or grouping of same.

Suggested Monitoring Procedures

Possible Resources

Bees. by Tancy Baren
Wonder Books

Butternut Bill And The Bee Tree. by Edith McCall, Benefic Press

District Resources

uggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
. Be sure to allow time for each child to tell the story that goes with their picture. . Some of the children may notice that there is a similarity to bee hives. Let them make the discovery. . Have some books around that they can look at about bees.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify geometric pattern.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) math, creative arts, P.E., creative dramatics, social studies, co-operation

Suggested Activities: Grade(s) K-3

Title: Our Town
Group size: class
Materials: Round ice cream tubs, boxes from the grocery store-various sizes, get some big enough to crawl through paper punch, household wire

Procedure:

. As the students are seated show them the different shapes of containers that you have scrounged. Have them tell you the name of the shape, cylinder, box, cube. Write the names on the board. Ask the children to give ideas on patterns that they could make with these shapes. Put a few on the board, then have 6 students arrange a few boxes on the floor. Give them about 2 minutes, then let a new group see what they can invent.

. The shapes can be touching. The new group can rearrange what the previous group has done or add on new boxes depending how much room you have. After everybody has had a chance to move the boxes. They can put them sideways to crawl through, put small ones or the round ones on top to put things in, or they can be on the floor to crawl around. The children will probably think of many combinations. When it is pretty much the way they like it, have them punch holes at touching points and tie the boxes together. The arrangement can always be changed.

Follow up:

. Do sponge printing on the boxes.

. Use the "town" for dramatic play.

. If it is built up high enough use the "town" as a stage for puppets.

Suggested Monitoring Procedures

Discuss why these are geometric patterns.

Possible Resources

District Resources

uggested Activities: Grade(s) K-3

- Put items of study in the pigeon holes.
- Use it for displaying other works of art.
- Have the boxes define a reading area, or any other area of special study or interest.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can recognize free form pattern.

State Goal	
District Goal	
Program Goal	

Related Area(s) shape, biology, language arts, creative movement, writing

Suggested Activities: Grade(s) K-3

Title: New animals
Group size: class
Materials: tempera, sponge, shallow dishes, crayons, 8x8 butcher paper, string

Procedure:

- Have the children come up to the painting table in groups of 4-6. They dip a string into one of the dishes of paint--have at least three colors set out. When the string is quite well covered with paint (you will only want to use a sponge in the bowl with the paint if things get too goopy) have the students slowly arrange it on the page by lowering it down slowly. If the pattern does not transfer well, put a piece of newspaper on top and gently press.
- Students are then to take the free form pattern back to their seat and fill in adjacent spaces that remind them of an animal.

Follow up:

- Ask each student to find a shape in their picture that they can mimic with their whole body. Have the children in a circle with their pictures take up these shapes, then a group of four can go around the circle- outside or inside- and copy the other children's shapes one after the other in a continuous movement. Everyone should have a turn at both activities.
- Have the children make a story about their animal.
- Tape together two 6' long pieces of butcher paper to make a square. Put a rope down on the paper in a free pattern. Tape it, then trace it. Then color in desired sections.

Suggested Monitoring Procedures

Be sure to refer to the resulting design as a pattern. Many people feel that patterns have to be regular. Repetition is the key. In this pattern there will be repetition of curves.

Possible Resources

District Resources

uggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
The whole class could do this at once.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can recognize free form pattern.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, movement, writing

Suggested Activities: Grade(s) K-3

Title: Bloppy butterflies
Group size: class in groups of 6
Materials: eye droppers, mixed tempera, butcher paper about 8"x12", scissors

Procedure:

- Have the students come up to the table in groups of 6. They squirt drops of paint on their paper--2-3 colors, then fold the paper in half across and press gently. Cut a hole (you may want to pre-fold and pre-cut) 1/2 inch from the fold. You will have 2 holes when done, big enough for a thumb or forefinger. The students take it back to their desk and cut around the edge to make it look like a butterfly. Open and put thumb and forefinger in the holes, move up and down to make the butterfly fly.
- When talking about the movement of the butterfly, emphasize high and low, side to side as well as flutter, you may also want to do the flutter in slow motion. Find out how much food the butterfly needs to keep up that activity.

Follow up:

- Talk about the places a butterfly would go, what they do, life cycle.
- Have some books that they can look at.
- While sitting have the students imitate the movement of the butterfly. Then have them move with a partner. The movements will be more thought provoking, because a butterfly does not have joints in it's wings. Then combine into a group of four. If they can really cooperate, move to the gym and have a class butterfly. Not so easy, but fun and challenging.

Suggested Monitoring Procedures

Why is the paint design a pattern? Discuss with the class.

Possible Resources

Insects. by Herbert S. Zim, Ph.D., Golden Press.

District Resources

uggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
Related Activities: . Do Pteranodons. . Make into a mobile.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can recognize representational pattern.

State Goal

District Goal

Program Goal

Related Area(s) reading, language arts, creative movement

Suggested Activities: Grade(s) K-3

Title: Mirror names
Group size: class
Materials: paper the size of the bricks in school, dark crayon, colored crayons or oil pastels, latex paint--black and colors, brushes

Procedure:

. Have the children write their names however they want on the piece of paper creased the long way. Be sure that they press hard with a black crayon and write on the crease line. Then they close the paper where it is already creased and press hard. Rubbing with the thumbnail helps. Their name should transfer to the other side leaving a mirror image. As long as there is enough of the image to copy, go ahead. If it can't be copied have child trace on the back. When the mirror name is successfully done in black, the students can go on to color in the spaces. What happens to the background is up to the individual.

. Now arrange the mirror names on a brick wall. In your room or in the hall. When the children are satisfied with the arrangement, tape the names in place. Two at a time send the students up to the wall to copy their name on the brick. Use carbon paper. Let them copy it in black paint right after tracing it on with carbon. After all the class has their name in black on the wall, let them paint in the colors.

. Now the school is truly theirs. Who needs graffiti after this?!

Suggested Monitoring Procedures

Discuss the meaning of representational pattern with the class.

Possible Resources

District Resources

Suggested Activities: Grade(s) K-3

- Latex paint can be bought cheaply at paint stores when they have leftovers in little used colors, which can be mixed. It does not rub off, is easy to handle and will wash out with water. Latex enamel is a bit strong.

Follow up:

- Use the mirror name to make up an unknown insect or animal. Make up a story about the creature. Write it. Tell it. Act it out. Combine students.
- Have students stand face to face and mirror each others actions. This takes a lot of concentration and should be done slowly.

Suggested Monitoring Procedures

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can recognize representational pattern.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s). numbers, letters, line, creative movement, creative writing

Suggested Activities: Grade(s) K-3

Title: Number patterns
Group size: class
Materials: paper 18x24, crayons

Procedure:

- Have the students pick a number that they like the shape of. Draw it in the center of the paper. Make it thick and then draw around it with different colors until reaching the edge of the page. There should be no white left around the edge. These look very pretty when done and make an interesting display.

Follow up:

- Have older children put sums or minuses on the back that equal the number they chose. or write the multiplication table for their number.
- Use letters.
- Make up a story using the number.
- Have children use their body to make the number.

Suggested Monitoring Procedures

Have the children look at each other's pictures. Ask them what the pattern represents. They should be able to discern the number.

Possible Resources

Alphabet. by Sonia Belauney, Thomas Y. Crowell Co.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify pattern in nature.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) math, science, creative dramatics

Suggested Activities: Grade(s) K-3

Title: Vegetable prints or fruits
Group size: class 6 at a time
Materials: vegetables: carrots, cucumbers, green pepper, onion, celery... fruits: bananas, orange, apple, pomegranates... paper towels, sponge, shallow dishes, mixed tempera, paper

Procedure:

- Slice vegetables across the stem axis to show pattern. Make several chunks large enough to hold onto. Dry off with the paper towels. Press gently into the sponge which is in the dish with the tempera. Press onto the paper. The students should be free to try several different fruits or vegetables or to do a repetitive pattern with a few. Decide beforehand if you want constraints on pattern formation. Be sure to display all the products and to talk about results from the different objects.

Related activities:

- Tie in with a study on agriculture..
- Act out the necessary steps to growing, harvesting, and marketing a crop.
- Use printers ink and brayer instead of tempera.

Suggested Monitoring Procedures

Ask the students to think of other patterns they've seen in nature.

Possible Resources

Science Experiments You Can Eat, red cabbage dye experiment

Little Red House with No Doors, No Windows and a Star Inside. (Story)

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify pattern in nature.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, math, spelling, reading

Suggested Activities: Grade(s) K-3

Title: Nature's geometrics
Group size: class
Materials: books with pictures of sunflower, mushrooms, rock crystals, pine cones... some found objects, crayon, paper, modeling clay

Procedure:

- Talk to the children about the geometric patterns. Show them some pictures. It would be nice to take a walk. Also look at less simple patterns.
- Take objects and press them into the clay and then look at the pattern. Do rubbings of those objects that lend themselves to it. Draw others. Put together in a collage.

Follow up:

- Have a 4' circle on a bulletin board divided into segments. Have different categories of objects in each one.

Suggested Monitoring Procedures

Talk about the different patterns in the students' drawings.

Possible Resources

Math in Art.
Math is Everywhere series
Activity Resources Co.
Post Office Box 4875
Hayward, California 94540

A Day In The Woods.
Alfred Goes House Hunting.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify pattern in man-made objects.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) social studies, creative dramatics, creative lit.

Suggested Activities: Grade(s) K-3

Title: Flags
Group size: class
Materials: books with pictures of flags from many countries, crayons, newsprint, old sheet, cloth scraps, permanent markers, cloth scissors, latex paint

Procedure:

- Show children flags from many countries. As they notice shapes in the flags, write them down on the board...stripes, stars, moons, circles... Then ask them to design a flag that doesn't have any of those things in it. When all the flags are finished, put them up on the wall for the class to view.
- Discuss a way to combine the ideas into one big class flag. Use colored chalk to block the areas out. The students can use carbon or copy free hand. They may not want to use all their original ideas, but adapt them to the overall project. Use markers or latex to color the flag.

Follow up:

- Pretend that this flag is for a new planet.
- Make up a story about its history and people.
  Act it out.
  Use cloth scraps for the flag design.

Suggested Monitoring Procedures

Possible Resources

Best Rainy Day Book Ever. by Richard Scarry

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify pattern in man-made objects.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) social studies, creative dramatics, creative literature

Suggested Activities: Grade(s) K-3

Title: Windows
Group size: class
Materials: books, magazine pictures, scissors, glue, white and colored const. paper

Procedure:

- Take the students for a walk around the school after having looked at a few patterns in books so that they know what to look for. Have the students raise their hands to point out man-made patterns on the walk: roof tiles, bricks, tires on cars, doors, window placement, fences, baseball diamond...
- When you get back write the things down on the board, use the students memory and your notes.
- Tell the students that they are going to get a piece of colored const. paper to make an object that would have windows..a space ship, car, house, bus...with one side attached so that it can be opened and closed. These windows do not have to open in the conventional way or be of conventional shape, but they should be arranged in some sort of pattern.
- Once this has been done they can spot glue it on the white paper and cut out figures from magazines to show through the windows. These figures could also be drawn. When all the figures are in place, glue down the rest of the object. A background may be added.

Follow up:

- Tell a story about the picture.
- Make a bulletin board using this principle focusing on an area of study, with the children doing art, words and arranging.

Suggested Monitoring Procedures

Hold up a rectangle and ask the students where they have seen that shape used in a pattern. Repeat with other shapes.

Possible Resources

Journey To The Moon. by Erich Fuchs

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

TEXTURE

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: **Texture**

SPECIFIC AREA:

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
texture vocabulary	144		x	x	x	x	
types of texture	146		x	x	x	x	
the difference between tactile and visual texture	152		x	x	x	x	
The student is able to:							
create tactile texture	156		x	x	x	x	
create visual texture	162		x	x	x	x	
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

Texture Theory

1. Texture definition

   a. Texture can be visual as well as tactile.
   b. Tactile texture is three-dimensional.
   c. Visual texture is two-dimensional.
   d. Texture results from minute variations in form and shape.
   e. Texture refers to the surface quality of any material.
   f. Texture can be smooth, rough, soft, hard, shiny and mat.
   g. In combining textures, we should keep in mind their effects on each other.
      1. Contrasting textures make for strong design impact such as:
         a. Textures similar in scale and tone will tend to blend.
         b. Unlike textures will strengthen each other by contrast (smooth next to rough).
   h. Sometimes textural effects are created by pattern.
   i. Texture is in everything. It helps define our world, just as form, line, pattern and color.

2. Texture vocabulary

   a. smooth
   b. rough
   c. shiny
   d. mat
   e. dull
   f. soft
   g. hard
   h. fine
   i. coarse
   j. tactile
   k. fuzzy
   l. furry
   m. fluffy
   n. sticky
   o. prickly
   p. pitted
   q. bumpy
   r. sharp
   s. splinter
   t. slick
   u. wet
   v. slippery
   w. grainy
   x. wood grain
   y. kinky
   z. curly
   aa. contrast
   bb. variation
   cc. color
   dd. two-dimentional
   ee. three-dimentional

3. Texture artists

   a. VanGogh
   b. Laliberte
   c. Crouse
   d. Harvey

Chapter 4 Texture

1. The student can identify texture vocabulary.

    a. Introduction to texture.

2. The student can identify different types of texture.

    a. Texture box
    b. Texture story
    c. Reflective surfaces
    d. Squeeze, poke and pull

3. The student can differentiate between tactile and visual texture.

    a. Rubbings
    b. Sandpaper and crayon

4. The student can create tactile texture.

    a. Design board
    b. Reptiles
    c. Applesauce

5. The student can create visual texture.

    a. Gadget printing
    b. Watercolor and salt
    c. Tissue paper collage
    d. Fuzzy letters

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify texture vocabulary.

State Goal	
District Goal	
Program Goal	

Related Area(s) language arts, reading

Suggested Activities: Grade(s) K-3

Title: Introduction to texture.
Group Size: class
Materials: chalk and blackboard
cards with vocabulary words
items to go with words
pictures to go with words

Procedure:

- Have a show-and-tell of items that the students have brought in to class. Apply a texture term to them. Ask the students what would be the opposite. Try to have a variety of textures represented.
- Use the vocabulary list for reference. Write the words on the board. Put cards with the appropriate texture term by the different items. When the students are secure with the terms, mix them up and have them put them back in the proper place.
- Try pantomime as a way for the students to express to each other how something feels.
- If there are not enough found objects to represent the categories, use pictures to fill in.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify different types of texture.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) language arts, creative movement

Suggested Activities: Grade(s) K-3

Title: Texture box
Group Size: class
Materials: a box--easy to pass around with cloth cover, 3"x5" cards, texture objects, glue

Procedure:

. Have children bring items to school: sand paper, beans, dried peas, seeds, buttons, glass, flat wood, aluminum foil, various types of cloth, nails, salt, sugar, pepper, pipe cleaners, beads, headless nails, toothpick, safety pins, inner tube, gravel, sand, fur, orange peel, dried fruit, leather, bone, plastic, sequins, leaves, Easter grass.

. Cut 3"x5" cards in half to make almost squares. Glue the different objects to the cards. This is to try to minimize the clues. With the piece of glass, tape the edges and have it the same size as everything else. Some of the items mentioned are very similar, you may not want to introduce them until the students become acquainted with other things. Pass the box around, have the student reach in and select an object quickly, they must feel it and use one or more of the vocabulary words to describe it. The other students try to guess from the description what it is. The student holding the card calls on them and says if they are correct or not. Then the card is pulled out, the name of the object is on the other side.

Suggested Monitoring Procedures

Possible Resources

Listen, Listen.

District Resources

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Suggested Resources
. This awareness exercise can be used throughout the year in spare bits of time, as a lesson in itself and as a reference for other projects. Creative Movement . Have student pantomime moving down different types of streets--walking, in a car, on a skateboard, wagon.... Do it in groups. Have the rest of the class guess how they were going down the street, what condition the street is in and where it might be. Variations: . Call it The Surprise Box. Put items in without being on a card. . Limit items to certain classifications: natural, man-made, wood, plastic... . Pass a bag of things around quickly. Have the students remember as many of the things as possible and write them down.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify different types of texture.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) social studies, language arts, creative writing, creative dramatics

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Possible Resources

Title: Texture story
Group Size: class
Materials: found objects, an old door knob if possible, 6-12 scarves

Procedure:

- Tell the students that together you are going to make up a story of two children who investigate an old house at night without any light. How can they tell where they are? What clues do they have? The search through the house provides the frame work needed to hold the story together and may instigate a search for other texture objects, such as porcelain or tile. Make sure that this stays objective and does not get scary. We want to build on the resources that we have, not build on the fears.
- The story begins when the children are trying to find their way through the woods. What things might they feel? Let the students supply the ideas and objects needed. What do the children discover next? How do they know that they have found a house? What do they first notice about the house? A path? porch? doorknob? wood door? What do they notice when they get in the house? stone entry? rug? coat stand? mirror? How do they know what they have found? Use texture vocabulary. Continue this way throughout the house. How do they know which room they are in? What things are distinctive about each room? What can they bring to class or use of what is there to represent that thing?

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

- Have the objects laid out to correlate with the story. If you can have an object for each person, they can tell the part of the story that goes with the object, otherwise students can share the object and split up the action that goes with it. When everybody has their part down (words can be improvised, the action is the important part, using the texture as the clue), you can split up the class and have the audience blindfolded. It would also be fun to invite another class in, blindfold them and as the story is being told have your class members carry around the appropriate object for them to feel. This would take a bit of time unless you can have two of everything or shorten up the story.

Related activities:

- In younger groups you might want to simplify it to how would you find your way to the refrigerator in the middle of the night for a snack?
- Have the objects on a table where the whole class can see. Then have them write their version of the story.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify different types of texture.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) movement, creative writing, language arts

Suggested Activities: Grade(s) K-3

Title: Reflective surfaces
Group Size: class
Materials: reflective materials: mirrors, aluminum foil, glass, funnel, metal, mylar plastic, hub caps, one or two large packing boxes, wire, glue

Procedure:

- Have the students bring reflective items from home. As they arrive, look at them, talk about them, and put them on a display table. Try to find a large piece of sheet metal or mylar for the floor. When enough materials have been gathered, work with a few students at a time fitting them in the box. Make sure items are securely fastened. When it is all done, have the students take off their shoes and walk through it. Invite other classes to come in and enjoy it.
- Follow up: Write a story about a place where everything is reflective. What would it be like? What kinds of trouble could it cause? How could it be fun? Would it be warm or cold? What new games could you make up? Think up an entirely new material that is reflective. Could you use it for covers on your bed? Could you make houses out of it? Think of other things that usually aren't reflective and what it would be like if they were.

Suggested Monitoring Procedures

Compare reflective surface textures with fur, bark and other contrasting things.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify different types of texture.

State Goal	
District Goal	
Program Goal	

Related Area(s) muscle control, creative movement, science

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Squeeze, poke and pull **Group Size:** 6 **Materials:** white or grog clay, work shirts, large sponges **Procedure:** . The object of this project is to feel the clay and find out what it can do, if something gets made the second time they experience clay, that's fine. For a first experience with clay, stress that they are not going to make anything. They are going to squeeze, poke and pull the clay to find out how it holds a shape, how to add on pieces, how to make holes... Encourage them to use their fingers, then their whole hands to see just how hard they can squeeze the clay. How softly can they touch it and still have an effect? . Show the students how to stand up and knead the clay to work out the bubbles. When the students seem to feel comfortable with the clay, tell them to feel the clay until they come up with a shape that they like then they can let that one dry. Only if they really want to let them make an animal, pinch pot or fanciful creature. **Creative movement:** . Have the children pretend that they are making a huge statue out of clay. **Follow up:** . Have children make a cooperative animal. It can have as many parts as they want.	How does the texture of clay compare to glass? When is clay similar to glass? What are they both made out of?	District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can differentiate between tactile and visual texture.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) language arts, math, creative dramatics, spelling

Suggested Activities: Grade(s) K-3

Title: Rubbings
Group Size: 6
Materials: brayer, printers ink, large pieces of butcher paper
texture items: the ones that have already been mentioned plus kitchen tools, shop tools, chairs, rugs, ... a piece of glass, crayons

Introduction:

- Experiment with the brayer and crayons. How do results differ for the same item?

Procedure:

- If you want to use a brayer, put a dab of printer's ink on the glass and roll it back and forth to spread it evenly on the roller. When one color becomes thin, you may add another dab of the same color or a new color without washing the glass.
- Do items in sequence to make letters or numbers.
- Cut out letters from burlap or other materials. Make a design using letters or numbers.
- Do rubbings of the furniture to use as backdrops for a play.
- Go out on the playground and do a rubbing of the pavement of play equipment.
- Do a friend's foot or hand.
- Have the children make different letters from rubbings. Then put the students together with their letters to see if they can come up with a word. The same could be done with numbers.

Suggested Monitoring Procedures

Possible Resources

Seven Little Monsters

District Resources

Suggested Activities: Grade(s) K-3

- Start with the numbers, tell them to add and figure out the answer. Have the groups share their discoveries, problems and answers.
- Use rubbings as part of a picture.

Related activities

- Outdoor Awareness
- Go on a walk. Have students take along a piece of butcher paper and a dark crayon. Have each one collect ten rubbings. When back in class, share them and see if they are identifiable.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can differentiate between visual and tactile texture.

State Goal	
District Goal	
Program Goal	

Related Area(s) social studies, language arts, spelling

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources

Title: Sandpaper and crayon

Group Size: 6

Materials: old crayons, sandpaper medium to coarse grade, newsprint or butcher paper, scissors, glue, iron, newspapers

Procedure:

- Select 6 to begin while the others do something else. The part of the project to be done at the art table will go fast enough that the whole class should get a turn in one day.
- Spread newspapers out on the table. Set out 6 sheets of sandpaper and 6 tuna fish cans of old crayons--have a variety of colors in each. The children color on the sandpaper. This method does not lend itself to detailed drawings; since these designs will be cut up later, color and basic shape should be the only concerns at this stage. The wax coverage should be uniform without filling up the gaps between the grains of sand. When the color is on the sandpaper, put plain paper over it and place an iron at medium heat until the wax melts. Move the iron gently around to hit all the spots with crayon on. If the iron starts to smoke from wax, use a piece of newspaper between it and the project.
- Point out to the students the difference between the sandpaper and their design paper. Through questions try to get them to notice that one feels rough and the other only looks rough. If it does not look rough too much wax is being used.

District Resources

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Suggested Resources
. Iron with newsprint to clean up the sandpaper. Six pieces of sandpaper should be enough for the class if they aren't too energetic with it. . When a student has the wax transfer, they can take it back to their desk and cut shapes from it to use in a picture. If the students are going to work together on a bulletin board, have the groups already defined so that they can start on their job. Scraps from the cuttings can go together to make letters. Related activities: . Give each row a secret word. Each person in the row cuts out one letter. They get together and figure out the word and then give hints to the class for them to discover what the word is... The students can make fancy letters.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can create tactile texture.

State Goal	
District Goal	
Program Goal	

Related Area(s) letters, numbers, spelling, math, music

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources

Title: Design board
Group Size: class 6 at a time
Materials: scrap wood about 16"x16"x1/2", sturdy nails, hammers, rubber bands, string, yarn

Procedure:

- Have a board already made up to show the students that the nails should be about an inch apart or more so that they can put things around them. Also point out that the nails need to be driven in firmly or they will fall out or bend over. If you do not have an old bench for the students to work on, ask the janitor if there is an old piece of plywood around. Wrecking yards also have old plywood. You could also use layers of cardboard boxes to protect the tables. It would be helpful to tape them down.
- Depending on how much wood you can find, you may need to have the children share a piece of wood. Have plenty of nails and only one hammer per board. Make sure that the others give the person with the hammer plenty of leeway. Let each person do five nails and then see how it looks. When the pounding is done, rubber bands can be stretched over the nails. String and yarn can be wrapped around the nails. Let the students experiment with this for a while. Then ask them to make letters this way. Maybe several boards could combine to make a word. Have them do numbers and work out math problems.

District Resources

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Suggested Resources
Related activities: . Put a piece of paper over finishing or casing (headless) nails. Then do a design with the rubber bands. Trace the empty spots with a pencil. Take the paper off and color. . Pluck the rubber bands while they are stretched on the nails. Listen for different sounds.		
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can create tactile texture.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, creative dramatics, creative movement, spelling

Suggested Activities: Grade(s) K-3

Title: Reptiles
Group Size: class
Materials: dry coffee grounds, small pieces of bark, small pebbles, toothpicks, white glue, cardboard cut in irregular shapes, books

Procedure:

- Look at pictures of a variety of reptiles in books; notice the different textures of their skin. Use the above materials to make a reptile and background. Patterns can be worked in by alternating materials. Coffee grounds can stick to the wet glue when sprinkled over.
- Have the children write the name of the reptile they chose on a card. Make sure that while the pictures are on display that the students have a chance to look at them and see the different textures that were achieved by varied use of the same materials.

Related activities:

- Ask small groups of children to move in a way similar to reptiles. Ask them how the reptiles would act if someone came and disturbed their nest or took a piece of food away from them. Remember they don't have hands and can't stand on their feet.

Suggested Monitoring Procedures

Possible Resources

Look Who's Talking.
The Laughing Dragon Mahood.
Alligator Hole.
Dinosaur Story.
The Hungry Thing.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can create tactile texture.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, health, reading, math

Suggested Activities: Grade(s) K-3

Title: Applesauce
Group Size: class
Materials: 2 dozen apples, an apple corer, a knife, cinnamon, water, wooden spoon, electric cooker, water, cups and spoons for class

Procedure:

- Write the recipe on the board:
  Wash apples
  Cut apples with corer/slicer
  Cut apples into chunks--leave skins on
  Add enough water to cover the bottom of the pan 1/2" deep.
  Cook at medium heat with lid on or off
  Stir every few minutes
  Watch how the apples change
  Eat it when you want to--some people like cinnamon sprinkled on top
- Count the apples while cutting them. Read the recipe while doing it. While you are eating tell the joke about the five children who had seven apples, how did they divide them fairly? They can try it out on their friends and family.
- Ask what happened to the apples when they were in contact with heat.
- With older children, measure the apples when they're cut and after they are cooked. Why is there a difference?

Suggested Monitoring Procedures

Possible Resources

From Apple Seed to Applesauce.

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

Related activities:

- Cook eggs, why do they get harder instead of softer like apples?
- Tie in with social studies unit about Washington farm industries and growth cycles
- In creative movement, have the children start as seeds and grow into an apple tree. Show what happens to the apple after it's ripe picking, transfer on trucks, in the cannery, in the store, at home, with you.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can create visual texture.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) social studies, letters, numbers

Suggested Activities: Grade(s) K-3

Title: Gadget printing
Group Size: 6
Materials: Butcher paper 16 x 24, shallow dish, sponges for paint, mixed tempera, gadgets: spools, toy cars, potato masher, bottle tops, corks, things from the kitchen

Procedure:

- While the students are in a group, explain the general idea. If you explain a day ahead, they can give ideas for the gadgets and bring some items in. Point out that too much paint makes it hard to see the design. Let the students experiment with all the gadgets to see what they will do. After their picture is dry it can be cut to make a letter or number. Texture pictures are good for wrapping paper too.
- Older children can use this method to make their own city map. Have a large piece of butcher paper. Talk about the types of things to put on the map. They get to make up their own city with the school next to the ice cream shop or whatever they went. It can be planned or start with the school in the center and grow as the different groups work on it.
- Add more printing equipment for the older students.
- Bottles with string glued on, an orange with a design carved in the peel, rubber from old bicycle inner tubes (get from a bike repair shop) cut out and glued on a bottle or piece of wood, are all good printing objects.

Suggested Monitoring Procedures

Possible Resources

Anno's Counting Book.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can create visual texture.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) social studies, Christmas

Suggested Activities: Grade(s) K-3

Title: watercolor and salt
Group Size: 6
Materials: heavy paper--backs of Christmas cards, 3x5 cards, watercolor paper, bond paper, watercolors, brushes, cups of water, salt, typing paper

Procedure:

- Paint a scene with a dark background, intense blue is dark enough. When the paper is no longer soppy wet, sprinkle a little salt on it. On most types of paper, it will leave little dots of lightened area. It gives the appearance of snowflakes. On a regular watercolor paper, it will make larger "snowflakes." It's fun to watch and makes a pretty Christmas card mounted on colored construction paper. Cut out objects can be glued on after it is dry.

Related activities:

- This technique could be used as a background for a picture tied in with a study on winter.
- It could also be ocean spray or pollen floating in the air.

Suggested Monitoring Procedures

Possible Resources

Snow Crystals.

Winter's Coming.

Burnie's Hill: A Traditional Rhyme.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can create visual texture.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) language arts, social studies, science

Suggested Activities: Grade(s) K-3

Title: Tissue paper collage
Group Size: 6
Materials: scraps of colored tissue paper, white glue, water, bowls, brushes, 8x12 construction paper, scissors

Procedure:

- Water down the white glue 3 parts glue to 1 part water. Put in the bowls. Have a pile of the tissue that is in pretty bad shape. Use this to make a background by dabbing it in a slight amount of water and then blotting it on the paper. The color will bleed onto the paper giving a subtle background. This is a distinct texture in itself. The background method could be used for writing secret messages into pictures. Once the background has been established, the picture can be put on by cutting or tearing the tissue paper and painting the glue mixture over it--the paper should be wet with the glue mixture under the tissue too. In this manner a student can build a picture of anything related to the other studies. The picture grows piece by piece much slower than drawing, so that it gives the student more time to discern if it is the way they want it to look. This method always comes out looking good. After it is dry, finishing lines can be added with ink or crayon, if desired.
- Be sure that there is a time for the students to share their pictures with each other. It is useful to see the many possible approaches to the same assignment.

Suggested Monitoring Procedures

Talk about the variety of texture achieved in this way.

Possible Resources

Hi Cat. by Ezra Jack Keats

The Scarecrow Clock.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can create visual texture.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) social studies, letters, spelling, math

Suggested Activities: Grade(s) 2-3

Title: Fuzzy letters
Group Size: 6
Materials: 8-1/2 x 11 paper, scissors, scrap box-paper, material, glue, crayons, tempera, brushes

Procedure:

- This is a good way to get your bulletin board done. Plan it so that each child will have one letter to do. Give the students their letter; try to arrange groups that form a word or syllables. Explain that the letter should fill the whole page so that it will be big enough to see, it has to be simple enough to cut out and it has to look like some kind of texture. Refer to the texture vocabulary at the beginning of this chapter. The chapter on line should be of help too.
- When each group is through, have them mix their letters up and switch groups to see if they can figure out the other group's word. Keep the words secret while working on them.

Related activities:

- Use this activity for learning hard spelling words.
- Have students experiment with brush and paint to see how many textures they can discover: use end of bristles, side, smooth and wavy; interrupted and many other strokes can be used to achieve texture.

Suggested Monitoring Procedures

Compare results with texture vocabulary. Is there a variety represented?

Possible Resources

A is for Africa.

Swans and Wild Geese.

Alphabrutes.

Dogs Working For People.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

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SHAPE

AND

FORM

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Shape and Form

SPECIFIC AREA: Shape

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. description and recognition of shapes	174		x	x	x	x	
. open and closed shapes	182			x	x	x	
. overlapping shapes	184		x	x	x	x	
. abstract shapes	191		x	x	x	x	
. non-objective shapes	193		x	x	x	x	
. representational shapes	194		x	x	x	x	
. geometric shapes	195		x	x	x	x	
. biomorphic shapes	196		x	x	x	x	
. natural shapes	197		x	x	x	x	
. man-made shapes	201		x	x	x	x	
. size relationships	202		x	x	x	x	
. positive and negative space	203				x	x	
The student is able to:							
. use overlapping shapes	184		x	x	x	x	
. make a shape using line	185		x	x	x	x	
. make a shape using contrast of color	186		x	x	x	x	
. make a shape using texture	182		x	x	x	x	
. use shape to create rhythm	188		x	x	x	x	
. recognize and use abstract shapes	191		x	x	x	x	
. recognize and use non-objective shapes	193		x	x	x	x	
. recognize and use representational shapes	194		x	x	x	x	
. recognize and use geometric shapes	195		x	x	x	x	
. recognize and use biomophic shapes	196		x	x	x	x	
. recognize natural shapes	197		x	x	x	x	
. recongize man-made shapes	201		x	x	x	x	
. use shapes to show size relationships	202		x	x	x	x	
. use negative and positive space	203				x	x	
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Shape and Form

SPECIFIC AREA: Form

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. form has thickness, substance and body	204		x	x	x	x	
. positive and negative space	214				x	x	
. open and closed forms	215			x	x	x	
. forms have a front, back and sides	218		x	x	x	x	
. angular forms	220		x	x	x	x	
. curvilinear forms	222		x	x	x	x	
The student is able to:							
. use open and closed forms	215			x	x	x	
. incorporate the use of front, back and sides when creating form.	218		x	x	x	x	
. create an angular form	220		x	x	x	x	
. create curvilinear form	222		x	x	x	x	
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

Shape and Form Theory

1. Shape definition

    a. Shape is a term for a flat area or plane surface.
    b. Shape has dimension up and down, from side to side, but no appreciable thickness.
    c. Shape more often refers to the two-dimensional representation of a specific name such as: 1) rectangle; 2) circle; 3) triangle; 4) square.
    d. Shape is a more familiar and colloquial use of the word "form"-- form is shape--the words are interchangeable.
    e. Shapes and forms may be solid, compact, and close; or they may be open, with expanding parts.
    f. If a line crosses itself, the enclosed area thus created is a shape.
    g. A shape may be defined by a contour, or by a contrast of color, value or texture.
    h. Shape is a flat silhouette.
    i. Some shapes are created by the edges of surrounding shapes. Space can be shape.
    j. The repeating of similar shapes makes pattern.

2. Form definition

    a. Form is usually three-dimensional.
    b. Form is something that has thickness, substance, and body.
    c. There is nothing without form.
    d. Form implies that there is a "back" even though you see only the "front" of an object.
    e. The space occupied by a form is referred to as positive space.
    f. The area between and around forms is referred to as negative space.
    g. Open forms: those in which space is only partially enclosed.
    h. Closed forms: those in which space is completely surrounded.
    i. Planes: the surfaces of the form.
    j. Objects may be seen as related to primary forms such as:
        1) Cylinders
        2) Cones
        3) Spheres

    k. In nature and in art there are "families" of forms.
        1) Angular forms tend toward rectangles and triangles.
        2) Curvilinear forms can vary from purely geometric to biomorphic.

3. Shape and form vocabulary

    a. Terms to classify shapes and forms.
        1) Representational: realistic or natural. Characterized by a likeness to or depicting persons, objects or scenes as they exist in nature.

2) Abstract: portraying a basic shape without imitating its appearance--may be simplified, exaggerated or rearranged.
3) Non-objective: a design showing no concrete object of nature or natural appearance.
4) Geometric: precisely formed; can be measured or calculated.
5) Biomorphic: living shapes. Ties with organic--animal-like or plant-like. Looks like it could be drawn from some part of nature.

b. Words associated with shape and form.

1. circle
2. square
3. triangle
4. rectangle
5. oval
6. ellipse
7. diamond
8. geometric
9. volume
10. cone
11. cylinder
12 sphere
13. form
14. simple
15. complex
16. round
17. curved
18. circular
19. straight
20. point
21. slant
22. diagonal
23. vertical
24. horizontal
25. parallel
26. parts
27. whole
28. section
29. small
30. tiny
31. little
32. big
33. short
34. tall
35. thin
36. thick
37. medium sized
38. shallow
39. deep
40. depth
41. wide
42. width
43. high
44. solid
45. heavy
46. flat
47. bent
48. positive
49. negative
50. representational
51. abstract
52. non-objective
53. biomorphic
54. organic
55. free form
56. irregular
57. regular
58. two-dimensional
59. three-dimensional
60. silhouette
61. low
62. size
63. light
64. rigid
65. compact
66. substance
68. back
69. front
70. area
71. up
72. down

4. Shape and form artists

a. Arp
b. Cezanne
c. Mondrian
d. Picasso
e. Miro
f. Calder
g. Brancusi
h. Moore
i. Giacometti
j. Chase
k. Segal
l. Smith
m. Michelangelo
n. Bernini
o. Rodin

Chapter 5

Shape and Form

1. The student can verbalize the difference between shape (2-D) and form (3-D) and understand the relationship between triangle-pyramid; circle-sphere; cone-cylinder; and square-cube.

    a. Introduction to shape and form.

2. Shape

    a. The student can identify and describe shapes.

        1) Straws and shapes.

        2) War on rectangles

        3) Body puzzle

    b. The student can identify and use open and closed shapes.

        1) Partners

        2) Magnet and iron shavings

    c. The student can use overlapping shapes.

        1) Overlapping hands

    d. The student can make a shape using line.

        1) Rope tricks

    e. The student can make a shape using contrast of color.

        1) Color shape

    f. The student can make a shape using texture.

        1) Beans and macaroni

    g. The student can use shape to create rhythm.

        1) Root vegetable printing

        2) Clip hangers

    h. The student can recognize and use abstract shapes.

        1) Find the package

i. The student can recognize and use non-objective shapes.

1) Torn newspaper

j. The student can recognize and use representational shapes.

1) Flat puppets

k. The student can recognize and use geometric shapes.

1) Circles

l. The student can recognize and use biomorphic shapes.

1) Animal puzzles

m. The student can recognize natural shapes.

1) Chicken quilt

2) Snowflake transparencies

n. The student can recognize man-made shapes.

1) Goop collage

o. The student can use shapes to show size relationships.

1) Unusual sizes

p. The student understands the concept of negative and positive space.

1) Use the blank space

3. Form

a. The student can identify form as something that has thicknesses, substance and body.

1) Apple faces

2) Apple dolls

3) Tube figures

4) Ice cream tubs

b. The student can identify forms as being the objects of interest (positive space), while the areas between and around are considered background (negative space).

1) Bullseye boat

2) Scrap wood sculpture

c. The student can identify and use open and closed forms.

    1) Egg cartons

    2) Toothpick towers

d. The student can incorporate the use of front, back and sides when creating form.

    1) Stuffed animals

    2) Soap bubbles

e. The student can create an angular form.

    1) Turtle shell to wear

f. The student can create curvilinear form.

    1) Playdough

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can verbalize the difference between shape (2-D) and form (3-D) and understand the relationship between triangle-pyramid; circle-sphere; cone-cylinder; square-cube.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) math, language arts, spelling, reading, creative movement

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Possible Resources

Title: Introduction To Shape and Form
Group Size: class
Materials: blackboard and chalk, objects mentioned above, construction paper, scissors, glue, newsprint, cards with vocabulary words on them.

Procedure:

- Show the students a ball and a circle cut out of paper. Ask them what the difference is. Ask them to show you with their hands what a ball would look like sitting on their desks. What would the circle look like on the desk? The cone and the cylinder are also outgrowths of the circle. Ask the students to show you with their hands what one then the other looks like--you can tell very fast this way who does and does not understand the concept.
- Continue with the other shapes, then have the children make the forms and shapes with their bodies as the teacher flashes the vocabulary cards. Younger children may need the object held up with the card at first. To make more difficult, move the cards more quickly. You might even be able to try some group work on making shapes and forms through movement.
- Play this as a "Simon Says" game.

See other side for project.

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District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

Project:

- Take two pieces of newsprint. Hold them both out for the class to see. Crumple one. Ask what makes the two different. The crumpled one has taken on form and it has shadows. Ask the students things they can think of to do to paper to give it shadows. Curl, fold, crumple, shred, twist, poke...
- Santa Claus can result very easily from this exercise. Have the students begin by cutting out the main figure for a base to the additions. There should be plenty of newsprint for experimenting. It may get a bit messy, but is easy to clean up.
- All white paper is a good way to start, otherwise shadows may get lost.
- For the best results spend several days on this project.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify and describe shapes.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) color, language arts, reading, math

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Possible Resources

Title: Straws and Shapes

Group Size: 4

Materials: drinking straws for the class cardboard box, shallow with dividers shapes; yellow triangles, green diamonds, blue squares, red circles--10 each

Procedure:

- Children choose what shape is going to be theirs by describing it to the teacher. "It has four corners and the lines are slanty (or it has no right angles)." "It is round." "It has four corners and four 90 degree angles." "It has three points and three straight lines."
- The pieces are mixed up and an even number put into each of the four segments of the box. Start out with five shapes for each person. The children use their straws to suck up the shape they have chosen. They need only get their shape out of their own box. The one who gets his own shapes first gets to shuffle for the next game. To make this harder, have ten shapes for each person and let them retrieve their shape from the person directly opposite. Allow access to all segments for increased difficulty.

Related Activities:

- Make up words to call the shapes and make an outer space game out of it.
- Put letters on the shapes and use them for a word game.

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

- Put numbers on the shapes. When a person has their pile of shapes, they have to make up math problems out of the cards they drew.
- Instead of sucking up just one shape, make pattern cards using the shapes. Then have numbers or letters on the cards. When a person has picked up their pattern from their segment of the box, they look at it an see what they can do with it. Two people may need to combine their patterns to make a word or math problem.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify and describe shapes.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) letters, numbers, social studies

Suggested Activities: Grade(s) K-3

Title: War on Rectangles
Group Size: class
Materials: 18x24 newsprint, crayons, scissors

Introduction:

- It is convenient for paper to be cut in rectangles. So much of the work and creative drawing that we do is on rectangles that they become an unconscious part of our thinking process. It is important to think of alternatives once in a while, just to keep out of a rut.

Procedure:

- Hand out the paper. Have the students take their scissors and cut a hole in the paper, larger than 6" across. You may want them to do a geometric shape, a number, letter or free form shape. Then they can take out their crayons and do a picture. It will be interesting to see how the shape affects the picture.

Related Activities:

- Cut the edges of the paper to keep it from being a rectangle.
- Do this project on the easels.

Suggested Monitoring Procedures

Have the students share their pictures and talk about the shapes they cut in the paper.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify and describe shape.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) anatomy, reading, spelling

Suggested Activities: Grade(s) K-3

Title: Body Puzzle
Group Size: 6
Materials: large cardboard boxes or butcher paper, scissors, black crayons

Procedure:

- While the children are in their groups they are to decide a way to divide the human body up into 6 basic parts. This is going to be a puzzle of a group body. Part of everybody will be represented. They also decide whether to do the feet or head first.
- The person chosen to be first lies down on the paper or cardboard. Another person in the group traces around the chosen part. When the model gets up, they put their name on the paper or cardboard inside the traced shape. (This is also a good time to talk about the difference between shape and form.) Continue until the body is done.
- When the bodies are traced, bring the class together to talk about what parts they want to label. Put the suggestions down on the board. Discuss the possibility of focusing on outside and inside parts for different models. When it has been decided who will do what, let the children go back and label the parts using the list on the board for reference. It would help to organize the list on the board to coordinate with the different models.
- When the labeling is complete, the students may color in important parts and then cut out around the edge for display. They can sometimes be hung from a rafter by the top of the head.

Suggested Monitoring Procedures

Possible Resources

Skelton

Body Trick, to Teach Yourself. by McPhee Gribble Publishers, Penguin Books Austrlia.

Head to Toe. by Anne and Harlow Rockwell, Doubleday.

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

Related Activities:

- Trace body on butcher paper. Make two copies. Stuff with newspaper and staple together.

Outdoor Awareness

- Take a walk and look at the shapes of things. bring some back to trace.
- Look for nature's accidents: broken spider webs, broken limbs, things washed up or fallen down from a storm, tree knots, eaten or torn leaves.
- Look for shapes that resemble something else: cloud pictures, rocks that look like a face or animal, tree branches resembling an animal.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify and use open and closed shapes.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) language arts, social studies

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Partners **Group Size**: class in pairs **Materials**: newsprint - 18x24, pencil, colored construction paper, scissors, glue		

Procedure:

- Talk with the students about the meaning of open and closed shapes. Draw some examples on the board: cup, circle. Have the children work in pairs on one piece of paper. One will draw a closed shape and the other draws the same shape open. Then they trade. You may want them to fold the paper into 8ths to help them plan their space so that they can get several examples on the paper.
- When they are done with this exercise, each pair can choose the open shape they like the best and the closed shape they like the best. Then they can cut the shapes out of construction paper and glue them on a piece of paper.

Creative Movement:

- Have the children make open and closed shapes with their hands, arms, bodies.
- With younger children, use "I am a teapot" and have them act out what would happen in the top to the teapot came off. How would it look? What would happen to the contents?

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify and use open and closed shapes.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, language arts, social studies

Suggested Activities: Grade(s) K-3

Title: Magnet and Iron Shavings
Group Size: class
Materials: an assortment of magnets, paper, iron shavings, crayons, plastic see-through box with lid

Procedure:

- Tie in discussion with open and closed shapes concept. Ask for ideas on why the shavings form the pattern they do.
- Have shavings on a piece of paper. Move the magnet around, watch what happens. Try out different size magnets and different shapes. Does it make any difference in the shape the shavings make? Have a closed plastic box with shavings in it for the children to play with. Attach magnet with a string.

Related Activities:

- Open and closed shapes
    - Draw open shapes on the board, have students come and close them. Have the students work in pairs. Taking turns drawing the shape and closing it.

Suggested Monitoring Procedures

A figure such as an "S" made of a double line is a closed figure if the line meets itself and connects.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

District Resources

431

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can use overlapping shapes.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) anatomy, coordination, color

Suggested Activities: Grade(s) K-3

Title: Overlapping Hands
Group Size: class
Materials: crayons, 18x24 paper

Procedure:

- Demonstrate to the class what it means to overlap and how to trace their hand. Try to encourage them to fit their hand on the paper as many times as they can, this will depend on how long it takes them to trace their hand. When there are at least three hands overlapped on the paper, they can start to color the spaces in between.
- You may want to make this into an ongoing project to get the paper completely filled. They would make a nice display to represent everyone at conference time. As each parent comes, they can find their child's and take it home. Open house would be a good time too.

Related Activities:

- Use other shapes. Different size and shape bottles. Objects from nature. Geometric shapes.
- Cut out the hands from colored tissue paper and make a class collage.

Suggested Monitoring Procedures

Have the students give examples of things that overlap on their clothes and around the room.

Possible Resources

The Hand Book. by Lassor Blumenthal

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources
		435
434		

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can make a shape using line.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) creative movement, social studies

Suggested Activities: Grade(s) K-3

Title: Rope Tricks
Group Size: 4-6
Materials: smooth 3/8" rope 12 feet long, floor space

Procedure:

- Let the students know that the rope is going to be used as a line in this project. The students will work in groups to see the different shapes they can make with this line. Begin with a group of four, give them 30 seconds to make a geometric shape with the line. After everybody has had a chance to have a turn, the group size can increase. What kind of shape can be made with 6 people? 8 people? and so on.

Related Activities:

- Letters and numbers are shapes made with lines too.
- Have the students draw the shapes that have been made.
- Get more rope, go into the gym and see just how many students can be included.

Suggested Monitoring Procedures

Possible Resources

Shape of Me and Other Stuff. by Dr. Seuss, Random House.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can make a shape using contrast of color.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) symmetry, complementary colors, science

Suggested Activities: Grade(s) K-3

Title: Color Shape
Group Size: class or smaller
Materials: construction paper in complementary colors scissors, glue

Procedure:

- Have the students choose the colors they want. Then take one piece of paper and fold it in half long, short or diagonal. Then cut a shape out of the folded side. Have them open both cut pieces and see how they look on the background piece. If the children want, they can elaborate by also cutting the edges of the folded piece and cutting the center out of the piece already taken from the folded piece. Practice with newspaper first.
- It will be fun for the students to see the different ideas that their classmates came up with.

Related Activities:

- These pictures would make great covers for folders to be used for ideas, a story, or whatever.
- Insects could be an exciting inspiration for this activity.

Suggested Monitoring Procedures

Possible Resources

A Book of Big Bugs. by Haris Petie, Prentice.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can make a shape using texture.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) language arts, social studies

Suggested Activities: Grade(s) K-3

Title: Beans and Macaroni
Group Size: six or class
Materials: beans, macaroni, white glue, stiff paper or lightweight cardboard, crayons, paper cups

Procedure:

- Each child can choose beans, macaroni or a mix. They get a cup of these. Part of the challenge is to see that they are either on their own paper or in their own cup. They are also to be clever and see if they can create a shape using just what they have, they may have to spread them out or squeeze them together.
- Before they glue, they should arrange the objects on the paper without a crayon outline. Once they have the shape or shapes they want, the glue can be handed out. The crayons are used after the gluing is done to fill in the background only if the student feels it would help the picutre.
- Use crazy letters, a story, or social studies for ideas.

Related Activities:

- Let the students paint the macaroni.

Suggested Monitoring Procedures

Possible Resources

Alphabrutes. by Dennis Nolan, Prentice.

The Big Orange Splot. by Daniel Manus Pinkwater, Hastings.

The Troy St. Bus. by Anthony Brown, Greenwillow.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can use shape to create rhythm.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, language arts, numbers

Suggested Activities: Grade(s) K-3

Title: Root Vegetable Printing

Group Size: six

Materials: root vegetables: (parsnips, beets, carrots, potatoes), printing ink, brayer, glass, paper, paring knife, can opener with triangular point, large nail

Procedure:

- Cut the vegetables directly across or diagonally. The instruments mentioned above are a few suggestions for carving tools that students can use. Once the designs are ready, roll the ink on the glass until it is evenly spread. Blot the vegetable dry and press it into the ink or roll the brayer over it. Each inking should last a few prints. Once one color of ink is mostly used up another can be used without cleaning the glass or roller. If you want to use several colors, apply small amounts of ink to the glass.
- For motivation talk about things that have rhythm: flocks of birds, bubbles, waves, clouds, notes, placement that suggests movement. Letters or numbers could be used as the design motif.

Suggested Monitoring Procedures

The children can identify repetitive patterns around them.

Possible Resources

Good-Night Owl! by Pat Hutchins, Macmillan Co.

The Changing City. by Jorg Muller, Atheneum portfolio.

The Changing Countryside. by Jorg Muller.

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

Related Activities:

- Do a group picture of a city street or country road. Have the students pick different design motifs that are repeated; leaves of varying shapes, stones, fence posts, animals (to be done in sections), flowers... in the city there are windows, bricks, lamp posts, flower pots, a tree, doors, cars, wheels, signs, etc. When something is big, break it down in parts and have several people work on it.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can use shape to create rhythm.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) social studies

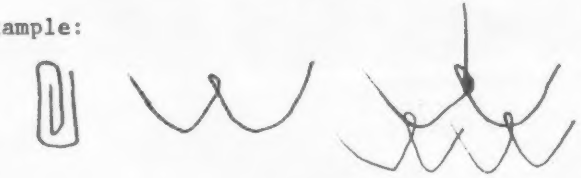
Suggested Activities: Grade(s) K-3

Title: Clip Hangers
Group Size: six
Materials: 5 paper clips per student--or more wire, string, thread

Procedure:

- Show the children how to open up the paper clip; see if they can figure out how to put them together and hang them (refer to technique section on mobiles). For older students, have them combine their paper clips and see how many the can keep on adding before it all falls apart.
- It is the repetition of shape in this project that gives one type of rhythm, but this mobile will also move in the breezes. You may also want to add small paper shapes with thread to give it still another dimension. Small animals, birds or fish would look nice.
- Watch to see that the clips are being opened the right amount. It is easier to add the sections if it is hanging.

Example:



Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) The student can recognize and use abstract shapes.

State Goal	
District Goal	
Program Goal	

Related Area(s) Halloween, language arts

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources

Title: Find the Package
Group Size: class
Materials: clear paraffin in 1" sticks, brown or black crayons, 2 sheets each green, brown and orange construction paper cut in 3" squares, scratch paper, pencils

Procedure:

- Talk with the children about designs that represent Halloween. Then ask them to think how just part of that design would look by itself. Do some examples on the board to help get them started. Then have them try out some ideas on scratch paper. When they get one, give them two squares of the same colored paper. On one they put the design in color on the other they copy the same design in clear wax.
- For a party game, put the design done in color on packages of corn nuts. Mix up the other designs and pass out to the kids. They have to take their crayon and color over it to reveal the design. Then they go hunting around the room to match up the two designs. When they find it, they take their prize and sit down to wait for the others. When everyone is successful, they can all eat the contents.

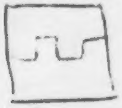
District Resources

Suggested Activities: Grade(s) K-3

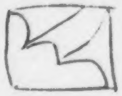
It may be necessary to repeat some designs. That is why there are three colors of paper.

Examples:

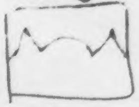
Jack-o-lantern mouth



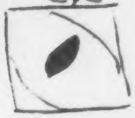
bat wing



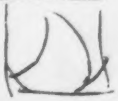
cat or bat ears



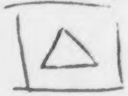
cat's eye



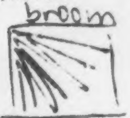
witches' hat



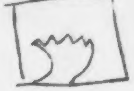
Jack's eye



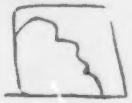
witch broom



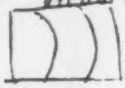
pumpkin stem

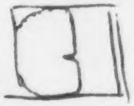


ghost

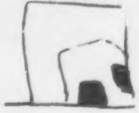


crescent moon





skull



Related Activities:

- Take any shape and use only part of it for a design. A good way to work into it is with magazine pictures.
- Use clear paraffin to write secret messages.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can recognize and use non-objective shapes.

State Goal	
District Goal	
Program Goal	

Related Area(s) language arts

Suggested Activities: Grade(s) K-3

Title: Torn Newspaper
Group Size: class
Materials: newspaper--want ad section, const. paper--colors, glue

Procedure:

- Tell the students that this project is not supposed to look like anything. It is just to be shapes that they think look good. Give the students torn pieces of newsprint about 6" square. Two should be plenty, unless they want to throw away a goof and start over. The idea is to tear shapes that are fun. Keep tearing off bits until it looks good and then glue it onto a piece of 12x24" construction paper to make a folder for assignments. The shapes may overlap, but there should be more than just one big blob. Edges should be glued down.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can recognize and use representational shapes.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) language arts, reading, social studies

Suggested Activities: Grade(s) K-3

Title: Flat Puppets
Group Size: six
Materials: pencils, crayons, scissors, construction paper, overhead projector, bamboo skewers and tape

Procedure:

- Choose subject matter from a story or a unit of study. The book in the resources section is a song put to pictures. It is easy to learn and a lot of fun. Some students may want to make up their own stories of monsters, outer space, an adventure for the Bionic Woman or Six Million Dollar Man or whatever. The pictures that the children make may only be 4-6" tall but they will come out looking much bigger when projected on the wall.
- Use pencils to draw the figures for the play, so that they can be cut out easily. Cut them out carefully. Color if desired. Have the groups give their presentation to the class with the overhead projector. With older children, let them use brads to make joints in their figures. Discuss with them where the ground is going to be and other details to make the story more believable.
- Figures are taped to thin bamboo sticks for movement. The sticks are available in the grocery store.

Suggested Monitoring Procedures

Remind the students that the features will not show up in the final performance. If they want features, that is fine, but the figure must be recognizable from shape alone.

Possible Resources

When I First Came to this Land. by Oscar Brand, G. P. Putnam's Sons

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can recognize and use geometric shapes.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) math, social studies, language arts, creative movement

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Circles **Group Size:** class **Materials:** book, jar lids, crayons, paper **Procedure:** . Talk about different things made from circles; put the list on the board. Have the children trace circles on their papers and then make round objects out of them: glasses, records, balls, steering wheel, tire, gears, telephone dial... **Related Activities:** . Use playdough and make a mobile of circle things. . Make animals from the circles. . Use string and a pencil to make circles on the paper. . Use the other shapes in the same way.	Talk about other geometric shapes and how we use them.	Circles: a young math book. by Mindel and Harry Sitomer, Thomas Y. Crowell Co. District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can recognize and use biomorphic shapes.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, social studies, language arts, reading

Suggested Activities: Grade(s) K-3

Title: Animal Puzzles
Group Size: six
Materials: pictures of animals from magazines, calendars or cards, white glue, wax paper, scissors, chalk

Procedure:

- Select pictures to go with a current topic. Have the students cut out the animal, leave the background only if the animal would be too flimsy otherwise. Mark in chalk the lines to be cut. Cut the pieces. Dip them in a mixture of four parts glue to one part water.
- Place pieces on wax paper to dry. After one hour turn them over to dry a bit more. Then place another piece of wax paper over the pieces and weight down so that they will dry flat.

Related Activities:

- This works very well for maps.
- Cut according to body parts. Label.

Suggested Monitoring Procedures

Talk about other biomorphic shapes in pictures that the students bring and from stories shared with the class.

Possible Resources

What Happens at the Zoo. by Arthur Shay, Reilly and Lee Books, Chicago.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
474		475

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can recognize natural shapes.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) science, language arts

Suggested Activities: Grade(s) K-3

Title: Chicken Quilt
Group Size: class or six
Materials: old sheet, yarn scraps, cloth scraps, quilt batting, scissors, chalk, masking tape

Procedure:

- Give each child a 12"x12" square of cloth, old sheet is fine. Pass out colored cloth scraps for making the chicken. Talk about the parts of the chicken, shape and size. Look at pictures of many different types of chickens. Use chalk to mark out the chicken parts. Cloth is hard to cut without sharp scissors; it may be necessary to cut it later.
- Have students tape their chickens in place for the teacher or parent helper to sew on later. Sew squares together. Put together with batting sandwiched between chickens and old sheet. Put binding around edge and tie off with yarn scraps. Sell at school function.

Related Activities:

- Older children may be able to applique their chicken onto the square.
- If a quilt is too much, glue the chickens on for a wall hanging.

Suggested Monitoring Procedures

Ask the students to suggest natural shapes that are not animals. Write down the ideas on the board.

Possible Resources

Tim Mouse Visits the Farm. by Judy Brook, Lothrop.

Whirligigs and Whimmy Diddles. by H. Pettit, Thomas Y. Crowell Co.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can recognize and use natural shapes.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, cultural heritage, creative writing, Christmas, Easter, symmetry

Suggested Activities: Grade(s) K-3

Title: Snowflake Transparencies
Group Size: six
Materials: white paper--good quality, newsprint, clear contact plastic, hole punch, colored yarn or thin ribbon, colored plastic tape, jar lids or compass, scissors, pencil, glitter

Procedure:

- Use 3" jar lids and 2" squares. Show the students how to make a snowflake. Also show them the Snow Crystals book. It has 2453 photographs of real snowflakes and ice crystals. It will convince the students that they can do it right, because there is such a variety and no two are alike. Practice on newsprint first to get the hang of folding and cutting.
- Trace two 3" circles for each child. Cut them out. Do this ahead of time if you want to save class time. When snowflake is finished, peel the protective covering off one of the contact plastic circles. Place the snowflake smoothly on it. Take a pinch of glitter and gently distribute it around the snowflake. Peel the other plastic circle and place one point on the other circle. Line them up and slowly put the rest of the circle on top of the first one. Take the plastic tape and put around the edge so that half of it covers each side. Punch a hole 1/2" in from the edge where the tape meets. Tie a piece of yarn or ribbon to hang it up. These can make a mobile, window hanging or Christmas decoration.

Suggested Monitoring Procedures

Possible Resources

Snow Crystals. by W.A. Bentley and W. J. Humphries

Crafts and Toys From Around the World.

Let's Find Out About Earth. by David C. Knight, Franklin Watts.

District Resources

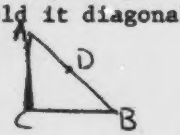
Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

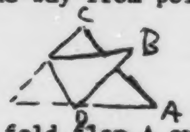
Suggested Resources

Directions for making a snowflake.

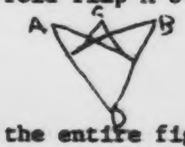
1. Use square pieces of paper.
2. Fold it diagonally



3. Touch corners A & B to find the half-way point between them. Make a small crease, D.
4. Fold corner B so that the line BD is one third of the way from point C to A.



5. Then fold flap A over.



6. Fold the entire figure along line CD.
7. Cut off excess "ears" at top.
8. Cut design in folded places. Watch to see that some folds remain to hold it together.

A Simple Fold:

1. Start with a square.

2. Fold it into four square sections.

3. Cut.

Related Activities:

- History: This craft came from France in the late 1800's. Glass was used. They were sometimes made larger. Dried flowers were used for Easter and paper holly was also used at Christmas.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can recognize and use natural shapes.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) science, cultural heritage, creative writing, Christmas, Easter, symmetry

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
• Creative Writing: Do a story about one thing that makes us different. • Do a story about an Early American Christmas. Ask the students for other suggestions of materials to do this project.		
		District Resources

uggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can recognize man-made shapes.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) language arts, science

Suggested Activities: Grade(s) K-3

Title: Goop Collage
Group Size: six
Materials: plastic lids, Goop--see techniques, collected junk--see list

Procedure:

- Talk to the students about man-made shapes. Put their suggestions on the board. Use collected items to stick in the goop, let it dry and send it home.
- Young children will have fun just selecting the shapes and arranging them. The older students may want to use them to make fantastic machines.

Related Activities:

- Tie in with unit on ecology and recycling materials.
- Make inventions that can help solve some ecological problems.

Suggested Monitoring Procedures

Read the story and talk about the man-made shapes in the pictures.

Possible Resources

Let's Find Out About The Moon. by Martha and Charles Shapp, Franklin Watts, Inc.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can use shapes to show size relationships.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) language arts, creative writing

Suggested Activities: Grade(s) 2-3

Title: Unusual Sizes
Group Size: class
Materials: scrap paper, scissors, white glue, crayons, paper, books

Procedure:

- Talk about sizes of things as they usually are to us. How would the same things be to a mouse? How would we feel to be the size of a mouse? Use stories and illustrations to get the idea across. Have each student make up a small story about their relationship with an ordinary thing or creature while they are only 6" high. Limit them to one thing; snail, chair, car, bed, sister, dog, etc. Then reverse the sizes, pretend that the students are extra large. How would that change the way they relate to things?
- When they draw their picture, have them decide what other object will be with them. Is it usually larger or smaller? How will it be in the picture?

Suggested Monitoring Procedures

Possible Resources

Doctor Rabbit's Foundling.
The Perfect Peach.
Much Bigger than Martin.
Gulliver's Travels.
Magnifications-scanning election microscope photos by David Sharp

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources
494		495

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student understands the concept of negative and positive space.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) letters, numbers, cultural heritage

Suggested Activities: Grade(s) K-3

Title: Use the Blank Space

Group Size: class

Materials: tissue paper--assorted colors, scissors, paint brushes, jars, white glue and water, paper

Procedure:

- Explain to the students that in art, positive space usually refers to the space used by an object and negative space is the space around the object. The book referred to uses space in an unusual way. It is delightful to look at and to read. Good for Indian Heritage study.
- Have the children carefully cut letters, numbers or other shapes out of the tissue. Remind them that they will be using all of the tissue, not just the cut out pieces. The paper that they glue the tissue onto should be divided in half. The students dip the brushes into a mixture of half water and half white glue and paint the tissue onto the paper. The positive image goes on one half and the tissue surrounding the negative image on the other. Hopefully it will be noticed that "negative" space gives us as much visual information as "positive" images.

496

Suggested Monitoring Procedures

Possible Resources

The Desert is Theirs. by Byrd Baylor, illustrated by Peter Parnall, Charles Scribner's Sons, New York

District Resources

497

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can identify form as something that has thickness, substance and body.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) science, reading, history

Suggested Activities: Grade(s) 2-3

Title: Apple Faces
Group Size: six
Materials: apples (red or golden delicious), apple peeler, pointed can openers, small deep bowl, water, lemon juice or vitamin C tablet, rice, cloves, tweezers, scrap yarn, stiff but bendable wire #20 gauge, wirecutters

Procedure:

- Show an example of a peeled, carved apple that has dried. Show how to use the can opener to carve just a little bit at a time. Tell the children that people in our country have been making apple faces for a long time.
- Have each student bring an apple to school, Delicious carve the best. If you think they can manage it, have them bring it already peeled, in a sack with their name on it.
- The simplest face has just the eyes and mouth carved out. More advanced students can carve around the nose and leave it sticking out. The cheeks can be hollowed out. A hollow can be made under the lower lip to make a chin. The forehead can be worked on. Wrinkles can even be put in. The amount of detail depends on the student, and the amount of time. Use the tweezers to put rice in for teeth. The cloves can be used for eyes. Take a ten inch piece of #20 wire, bend it in a loop and stick both ends in the apple. Now there is a handle. This will also provide a base for clothes if you want to make an apple doll.

Suggested Monitoring Procedures

Possible Resources

Doll Making. by Jean Ray Laury, Reinhold Van Nostrand 1970.

Science Experiments You Can Eat.

District Resources

Suggested Activities: Grade(s) 2-3

- Drying the apples: Fruit driers are really nice, but ovens work well too. A gas oven with the pilot light on is fine; put a pot holder in the door to allow ventilation. Check once a day to see how they are doing. When the texture is rubbery and leather-like and the size seems smaller, they are "done" enough to make into a doll. Don't varnish them for a few weeks though. They should be completly dry.
- Electric oven: Turn on the light, leave the door open a crack. If you are going to be home, you can turn it on no higher than 150°, try for a little less.
- Hanging: The apples can also be strung up by the core or wire to hang dry from the ceiling--this takes longer. Try to find a place above a heat vent.
- If you dry the apples at school the students can mold the face with their fingers each day while it is drying. This should be done gently.
- Some students may feel more comfortable making animals or mythical beasts.
- Make a solution of lemon juice or vitamin C and water to dip the apples in if you want them to stay a lighter color (this could be part of a science experiment on oxidation).

Suggested Monitoring Procedures

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can identify form as something that has thickness, substance and body.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) puppetry, creative dramatics, story writing, language arts, Thanksgiving

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Possible Resources

District Resources

Title: Apple Dolls
Group Size: six
Materials: #20 gauge wire, old nylons, cloth scraps, play dough, white glue, scissors, yarn (black, brown, yellow, orange), wire cutters

Procedure:

- Make the head and let it dry.
- Types of bodies:
  - **Very Simple:** Have the child hold the wire loop attached to the apple head. Take a piece of cloth scrap and wrap around for size. Trim the excess and staple to fit. For a little more difficulty, sew the cloth. Use yarn for the hair.
  - **Medium Difficulty:** Make a hand puppet. Have the child outline their hand, then add an inch all around for 5/8 seam allowance and a bit for movement. Make two arms. Leave a hole at the top to fit the wire loop. Sew or staple the main hand, put in the loop and finish. Some sort of collar might look good. Felt tip pens could be used to make finishing touches on the dolls garment.
  - **Difficult:** Cut two more ten inch pieces of wire. Wrap one around the top of the loop for arms. Wrap the other at the bottom for legs. Double the ends back for hands and feet. After the clothes are made and on the doll, take play dough and mold feet and hands, let dry. Use yarn or curled paper for hair.

Suggested Activities: Grade(s) 2-3

- When making cloth clothes remember to leave enough extra for seams.

Related Activities:

- History: Make pilgrim village with Indians, children, grown-ups and all. Put on a play with the apple people for Thanksgiving.

Suggested Monitoring Procedures

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify form as something that has thickness, substance and body.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) Holidays, creative dramatics

Suggested Activities: Grade(s) K-3

Title: Tube Figures
Group Size: class
Materials: toilet paper tubes, construction paper scraps, crayons, scissors, white glue

Procedure:

- Easter Bunnies: On the bottom edge of the tube cut to make the supporting feet of the rabbit. The top paws can be cut or drawn, cut ears and glue on. Draw the face. Try to use tubes that don't have writing. If there is writing you will have to glue paper over all or paint at least two coats of paint. Look at pictures of rabbits and notice all the different types. They don't have to be white, i.e. even for Easter.
- Pilgrims: Cut supporting feet. Cut arms. Glue on clothes and hats. For man's hat, cut a circle for the bottom and glue or tape a cylinder to it. Fold a small paper boat and push down the point and fold to corners to make the lady's hat. The children may want to just cut a hat. Put on a skirt, glue on paper hands.
- Santa: Put black on the feet, glue red for the clothes and cotton for trim. Use crepe paper or cloth for the hat.
- Elves: Use flexible material for the hats, pipe cleaners for the antenna and glue on pointed ears. Use only half a tube so that they will be smaller than Santa.
- Ask the childen what they would like to make out of the tubes. How would they make a turkey, an Indian, Santa....?

Suggested Monitoring Procedures

Possible Resources

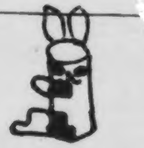
Kitchen Carton Crafts. by Helen Roney Sattler, Lothrop, Leer and Shepard Co., New York, 1970.

District Resources

Suggested Activities: Grade(s) K-3

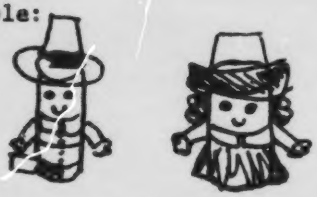
Suggested Monitoring Procedures

Suggested Resources



A hole will be left wherever you cut. So if you make arms, you will need to patch up the belly.

Example:



District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify form as something that has thickness, substance and body.

State Goal	
District Goal	
Program Goal	

Related Area(s) math, reading, Holidays, right and left, P.E.

Suggested Activities: Grade(s) K-3

Title: Ice Cream Tubs
Group Size: six or class
Materials: ice cream tubs, construction paper, scissors, glue, crayons, blindfold

Procedure:

- Go to a nearby creamery and ask them to save you their empty tubs. Ask what days are good to pick them up. Maybe a parent would like to do this for you. In two weeks you should have enough for the class. Bring in the tubs and ask the class for ideas on how to use them. They may need some starters, such as, "How could we use them for a Halloween mask?" "What other way could we use them at Halloween?" "What about Christmas?" "How could we use them to help us learn words?" "What could we do with them to help us learn left and right?" Continue this type of questioning. The children usually come up with more ideas than the adults. Here are some ideas.
- For math-put the tubs four or five high in a tower, support with the wall and other children. Cut holes in the sides or just put them on their sides. Put a number in each one. Toss bean bags and try to get a high score...any way of using the numbers is possible.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

- For reading and spelling--put the tubs (about 10) on the floor with the hole up. Put a word in each one. Have the children toss a bean bag. When it lands in a tub, they go over and get the word out of the tub. That is their word for the day or week. They can learn to spell it, combine with others to make a sentence, share it with a classmate, use it for an art project, use it in a story, act it out, whatever.
- Game--take ten tubs, turn them over so that the opening is on the floor. Hide objects underneath, put colored shapes on top and have the students guess where the different things are by identifying the colors and shapes on the tub.
- Right and Left--put the tubs on the floor about three feet apart. Pair off the children, one will be the follower. The follower wears a blindfold. The director tells the follower how to get from point "a" to "b" without bumping into the tubs by going alternately around them left and right in a weaving motion, as in a ski race. This could be done in relays. Make sure each student gets a turn at both positions.
- Halloween Mask--space theme. Find the child's eyes and cut panels out all around leaving 1" strips to hold together, so if it turned around the child can still see. Then crumple newspapers and put them on the top to make a dome. Tape plain paper over that to make it smooth. Then fold a piece of newspaper over to give a 5" square of about 8 thicknesses, this serve as a base for several long blue pipe cleaners with plastic eyes.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify form as something that has thickness, substance and body.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) math, reading, Holidays, right and left, P.E.

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources

Ice cream tubs (continued)

eyes attached. Poke these through a piece of aluminum foil and then the thick square of newspaper. Tape foil over the whole thing. Roll and twist newspaper to put inside to help keep it from sliding off the child's head. There are many more mask ideas that would work, ask the kids for ideas.

- Christmas--a fancy things holder. Gussy up the outside and then put a present in it, when the present is opened, the tub can be used as a paper holder, project box, a place for yarn, a wastepaper tub...
- Music--drums.
- That's a beginning--have fun with your ice cream tubs!

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify forms as being the objects of interest (positive space), while the areas between and around are considered background (negative space).

State Goal	
District Goal	
Program Goal	

Related Area(s) math, reading

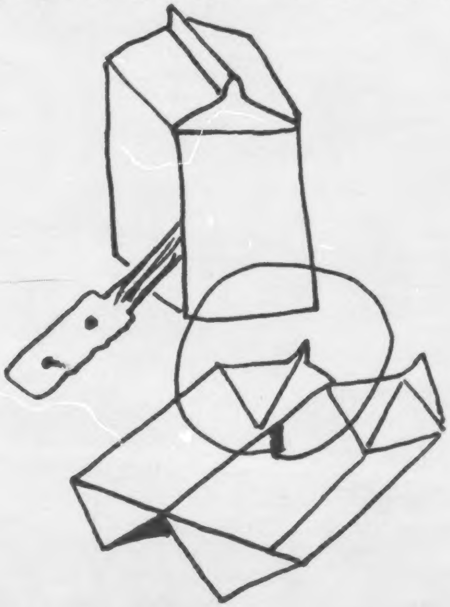
Suggested Activities: Grade(s) K-3

Title: Bullseye Boats
Group Size: six or class
Materials: milk cartons for class, knife, paper plates, crayons, plastic tub of water

Procedure:

- Cut the cartons. On the paper plate, put a bullseye design, a word, numbers...Have the students think up names that are drawn around the bullseye design with a number in them, such as "Sea Skate Seven." Use a fish book for ideas. Test the boats out in the water.
- Ask the class for other ideas on how to use milk cartons.

Example:



Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify form as being the object of interest (positive space), while the areas between and around forms are considered background (negative space).

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) lumber industry, shape

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Scrap Wood Sculpture **Group Size:** six **Materials:** scrap wood, white glue, hammer, small nails **Procedure:** . Scrounge. Lumber yards, door factories, molding manufacurers, contractors, building sites, a letter home to fathers and mothers, lumber mills, high school shop... Try to get some pieces small enough so that the glue will hold. Get someone to cut the pieces up, if needed. . There are very few rules to this project: keep it from falling apart. Harder than it may sound. Some conceptions may take a few days, if they have to be built in sections and allow the glue to dry in between. One thing for sure, all the projects will come out looking great.		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify and use open and closed forms.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) holidays, reading, math

Suggested Activities: Grade(s) K-3

Title: Egg Cartons
Group Size: six or class
Materials: egg cartons, tissue paper in colors, white glue, brushes, water, jars, crayons, construction paper, scissors

Procedure:

- Start collecting egg cartons. Have the children bring them to school. Ask the children ways to use egg cartons to teach open and closed forms.
- Here are some ideas:
  - Present--a thing holder. Take the bottom of an egg carton and separate it across the center. Put one section inside the other so that you can get a better finished edge. Now take a glue and water mixture and paint on colored tissue paper. This will decorate it and hold it together. When it dries, it is a genuine thing holder, very good to put on a counter, desk, in the cupboard...
  - Game--use the thing holder to organize words, letters, numbers...
  - Holidays--Christmas--Santa. Take two egg cups, put them together for the body. Paint them red, put on features, add paper boots, hat, cotton. Think about making a big Santa with egg cups, if you get stumped on how to do part of it ask the kids.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

- Tree Ornaments--cut out egg cups, paint red, put pipe cleaner through center, attach a bell on the inside, make a hook on the outside to hang it up. A little glitter might be fun. Another ornament--glue two egg cups together to make a ball, cut little pieces of scrap paper, glue on, have a paper clip or pipe cleaner for hanging. Ask the students for other ideas.
- Easter--now you know how to glue two egg cups together, think about adding pipe cleaners for feet, paper wings, paper beak, draw eyes and presto! you have a chick. With a little variation for ears, feet and a fluffy tail you can have an Easter Bunny. The thing holder could be a good basket too if given a yarn handle and some Easter grass. How about using the whole egg carton to make an alligator with a movable mouth to hold the chickie in?
- History--use the entire cup section upright to make a totem pole. Add wings or whatever at the top, use the cups to paint the other totems in. Use a section of the top for a stand.

District Resources

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can identify and use open and closed forms.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) cultural heritage, manual dexterity

Suggested Activities: Grade(s) 2-3

Title: Toothpick Towers
Group Size: six or class
Materials: flat toothpicks, white glue, cardboard base, book

Introduction:

- These have been referred to as magic towers because of the magic that goes on inside your head while building them. Find the book and read the story; it is magic too.

Procedure:

- Use cardboard as a base. Build a base of toothpicks and keep adding up and out. The toothpicks are light enough that you don't need to wait for the glue to dry, if you use small amounts of glue so that it is not sloppy. It is amazing how long these constructions will last and how much fun they are. They require a lot of concentration.

Suggested Monitoring Procedures

Talk about the parts of the construction that are open and the parts that are closed and why.

Possible Resources

Beautiful Junk -- A story of the Watts towers, by Jon Madian, Little, Brown and Co.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can incorporate the use of front, back and sides when creating form.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) social studies, dramatic play

Suggested Activities: Grade(s) 2-3

Title: Stuffed Animals
Group Size: six
Materials: cloth scraps, newsprint, scissors (cloth and paper), pencil, permanent markers, needle and thread, stuffing, straight pins

Procedure:

- Have students draw a simple shape without small parts. Show them how to add seam allowance. Cut out the pattern. Pin it to some cloth. Cut it out. Un-pin the pattern, pin it to the cloth for the backpiece (two pieces of cloth at once would be too much for most kids to cut--better have some good cloth scissors). And don't sew the belly or some such place, so that it can be turned right-side-out and stuffed.
- Give the children large needles double threaded and knotted--show them how to do this or you will spend a lot of time rethreading! Show them how to do a simple in and out stich. When the animals are sewn, turn them to show the right side out and stuff them with used cotton from medicine bottles, old nylons, quilt batting scraps or whatever is available. Sew the opening closed. Either sew on the features or use permanent marker pens. Sew on yarn for hair and braid it for tails.

Possible Uses:

- Use them in a play for social studies. Students can take them home. Give them to a younger child. Donate them to the kindergarten children's hospital or a day care center.

Suggested Monitoring Procedures

Possible Resources

Desert Dwellers. by Terry Shannon, Albert Whitman & Co.
Desert Life. by Ruth Kirk, Natural History Press

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student can incorporate the use of front, back and sides when creating form.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) science, creative writing

Suggested Activities: Grade(s) K-3

Title: Soap Bubbles
Group Size: class or smaller
Materials: liquid soap, glycerine, household wire, deep bowl, water, wire cutters

Procedure:

- To one quart of water add 1/2 cup of liquid detergent and one teaspoon of glycerine (you can find this at a pharmacy, it is used in candy and is harmless; it helps to hold the bubbles together). Use more soap if the bubbles are breaking too easily. Have the students cut off one foot pieces of wire. Have them make shapes, circles, triangles, pyramids, cubes and squares work well. Dip the wire in soap solution. It is really fun to see how they come out. The curves that the soap film follows are very interesting and give physicists a lot of thought.

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Suggested Monitoring Procedures

Talk about which wire structures have front, back and sides and the ones that don't. How could another dimension be added to the flat ones?

Possible Resources

Soap Bubbles and the Forces That Mold Them. by C. V. Boys, Doubleday Anchor Books.

District Resources

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ggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can create an angular form.

State Goal	
District Goal	
Program Goal	

Related Area(s) biology, creative dramatics, creative movement

Suggested Activities: Grade(s) K-3

Title: Turtle Shell to Wear
Group Size: six
Materials: cardboard boxes (soft drink or orange), egg cartons, glue, poster pait, knife

Procedure:
- Find boxes that will be about the right size to fit on the childrens' backs. On one of the short edges cut out a semi-circle to fit over the child's neck. Look at patterns of turtle backs in pictures and have the student paint on a design.

Related Activities:
- Use the turtle in creative play.
- Add the egg cartons onto the box to make an alligator.
- Put together several boxes to make a dragon. Tie in with Chinese New Year.
- Combine more than one box to make a giraffe.

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Suggested Monitoring Procedures

Ask the children what makes a form angular. How could that be changed?

Possible Resources

Easy Constumes you Don't Have to Sew. by Goldie Taub Chernoff, Four Winds Press.

What Happens at the Zoo. by Arthur Shay, Reilly and Lee Books.

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources
516		547

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can create a curvilinear form.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) holidays, math, letters

Suggested Activities: Grade(s) K-3

Title: Playdough
Group Size: six
Materials: flour, salt, water, pencil, yarn, paint, fixative, cookie sheet

Procedure:

- Make the playdough (see recipies). Decide on the theme.
- Christmas: Santa can be made flat or out of two balls. A garlic press makes marvelous hair.
- Snowman: When putting the balls together, stick them with a bit of water on your finger. Little balls make a good nose and buttons. Use a pencil to press in eyes and mouth. If you can find some little sticks, they make good hands and arms. Paint buttons, nose and hat.
- Angels: These do better if made flat. The wings tend to sag. Form on foil and transfer directly to a cookie sheet. If you are going to want to hang it up, put the hanger in while wet. Use a pencil to make a hole, put in a bobby pin or paper clip.
- Ornaments for the tree: Anything is going to look good. You may want to add pigment to the playdough and sprinkle a little glitter onto some glue after it's dry.

Suggested Monitoring Procedures

Possible Resources

Play Dough, Clay Dough.

District Resources

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Suggested Resources
- Easter: Use toothpicks inside the ears to get them to stand up on the bunny. - Basket: Roll out a snake and a pancake. Lay the snake on the pancake joining them with a small amount of water on your finger, continue building up with the snake, add on another one when it runs out.		
		District Resources

COMPOSITION

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SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Composition

SPECIFIC AREA:

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
placement	228		x	x	x	x	
size	230		x	x	x	x	
line	232		x	x	x	x	
shape	234		x	x	x	x	
form	236		x	x	x	x	
pattern	238		x	x	x	x	
color	240		x	x	x	x	
center of interest	242		x	x	x	x	
balance	251		x	x	x	x	
positive and negative space	248				x	x	
The student is able to:							
arrange the space being used effectively:							
a. through placement	228		x	x	x	x	
b. through size	230		x	x	x	x	
c. by use of line	232		x	x	x	x	
d. by choice of shapes	234		x	x	x	x	
e. by use of form	236		x	x	x	x	
f. by use of pattern	238		x	x	x	x	
g. by use of color	240		x	x	x	x	
h. positive and negative space	248				x	x	
create a unified balanced composition	251		x	x	x	x	
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

- Composition Theory -

1. Composition Definition
    a. Composition is created by an arrangement of color, line, shape, texture and pattern to achieve a pleasing effect.
    b. Composition is the art or practice of combining the parts of a work of art to produce a harmonious whole.
    c. Composition is the product of the arrangement, design, and organization of related parts.
    d. In arranging any group of things into a unified whole, we try to blend the material to fit the communication need.
    e. In a composition the whole is greater than the parts, and the parts are arranged and pushed into a state of cooperation.
2. Composition vocabulary
    a. select
    b. put together
    c. relate
    d. arrange
    e. position
    f. organize
    g. layout
    h. combine
    i. connect
    j. plan
    k. change
    l. experiment
    m. place
    n. invent
    o. space
    p. group
    q. section
    r. divide
    s. close
    t. fill
    u. separate
    v. on top of
    w. background
    x. in between
    y. overlap
    z. enlarge
    aa. touching
    bb. important
    cc. center of interest
    dd. busy
    ee. active
    ff. difference
    gg. positive
    hh. negative
    ii. contrast
    jj. movement
    kk. moving
    ll. apart
    mm. part
    nn. whole

Chapter 6

Composition

I. The student can arrange space effectively:
  A. through placement.
    1. Pizza
  B. through size.
    1. Vegetable people
  C. by use of line.
    1. Stuffed paper animals
  D. by choice of shapes.
    1. Jack-o-lantern sculpture
    2. No-sew costumes
    3. Making movies
  E. by use of form
    1. Rock peepers
  F. by use of pattern.
    1. Paper plate turkeys
    2. Corn people
  G. by use of color.
    1. Rainbow words
    2. Mandalas

II. The student can identify the center of interest in a composition.
  A. Pancakes with design.
  B. Nature mural.

III. The student can identify and create positive and negative space in a composition.
  A. Look carefully.
  B. Indian graph designs.
  C. Advent calendar.

IV. The student can create a unified balance composition.
  A. Litter critters.
  B. Driftwood and eggshells.
  C. Stained glass windows.
  D. Paper mache characters.
  E. String shapes.
  F. Terrariums.

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can arrange the space being used effectively through placement.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) health, shape, science, math, creative dramatics, reading

Suggested Activities: Grade(s) K-3

Title: Pizza
Group Size: class
Materials: 1 cup lukewarm water, 1 package yeast (1 tablespoon), 1 teaspoon sugar, 1 teaspoon salt, 1 tablespoon shortening or oil, 1-1/2 cups whole wheat flour, 1-1/2 cups white flour, small amount of oil, spaghetti sauce, cheese, mushrooms, sausage, olives, whatever else you want to put on it, three 9" pizza pans-cake tins, oven, rolling pin, pastry brush, small bowl, large bowl, measuring implements

Procedure:

. Talk about the project to the class. Ask them the things that they like on pizza. Write the ideas on the board. Ask what shape pizza is. It would be fun to bake them on cookie sheets and make three different shaped pizzas. Be sure to turn up the edges to keep the stuff in. Divide the children into three groups. Have tasks clearly defined ahead of time so that everybody knows what their job is going to be. You may even want to do a mock rehearsal.

Suggested Monitoring Procedures

Talk about shape, color and placement of ingredients, while putting them on the pizza.

Possible Resources

Science Experiments You Can Eat.

Fannie Farmer Cookbook

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

Recipe:

Combine yeast and water in small bowl, set aside.

Combine sugar, salt and oil in large bowl.

Add flour, add yeast mixture.

Add remaining flour a little bit at a time. If dough gets hard to handle, don't add the rest. Divide dough into three equal balls. Roll into circles. Place in greased cake tins. Brush lightly with oil. Spread thin layer of sauce on dough. Arrange other ingredients. Bake 25 minutes at 425 degrees.

Related activities:

- lunch-have salad, garlic bread and milk
- combine with history -origin of pizza- it came from China! Surprise!

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can arrange the space being used effectively through size.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) agriculture, Fair Day, seasons, reading

Suggested Activities: Grade(s) K-3

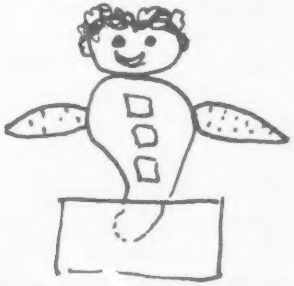
Title: Vegetable People
Group Size: 6
Materials: vegetables: zucchini, carrots, cabbage, beets, green pepper, parsley, summer squash, winter squash, potatoes, parsnips, beans, corn, apples. Toothpicks, cardboard boxes about 12" x 12", knife

Procedure:

- Ask the children if they have a garden at home with any extras to bring to school. Otherwise go to a farmers market or farmers houses to get good buys. The local vegetable market may have some good buys too, if you ask. You'll need a variety of sizes and colors for each vegetable person. About six pieces for the main figure and smaller bits for the features.
- The cardboard box can be a stand for the main figure.

Example:

Parsley hair, raisin eyes, apple head (mouth carved with scissors) green pepper button, summer squash body with base in box, corn for ears, carrot arms.



Suggested Monitoring Procedures

Ask students about size relationships. Is the head larger than the arms? Is the body larger than the head? Have them draw conclusions about size relationships.

Possible Resources

Creative Activities Program.
Making Publication
Childrens Press/Grolier Ent.

District Resources

Suggested Activities: Grade(s) K-3

Related activities:

- Use these figures as part of a class fair. Children can also put their other art works on display and invite other classes in.

Suggested Monitoring Procedures

Suggested Resources

District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) The student can arrange the space being used effectively by use of line.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) shape

Suggested Activities: Grade(s) K-3

Title: Stuffed paper animals
Group Size: class
Materials: butcher paper, crayons, scissors, newspaper, stapler

Procedure:

- Talk about basic simple animal shapes. On a piece of butcher paper, have the students draw the animal of their choice. Leave a bit of a margin for stapling. It should not have little protrusions that can get torn off. Have the student cut out the first shape and trace it onto another piece of butcher paper; cut it out. Color both outside pieces. Staple the figure together leaving a space to stuff it. A small bit of crushed newspaper will be enough; finish stapling.
- Use for a mobile, in connection with a study or for creative dramatics.

Suggested Monitoring Procedures

The line should define the shape without the help of features.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can arrange the space being used effectively by choice of shapes.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) Halloween, cultural heritage, color, texture, language arts

Suggested Activities: Grade(s) K-3

Title: Jack-O-Lantern sculpture

Group Size: six or class

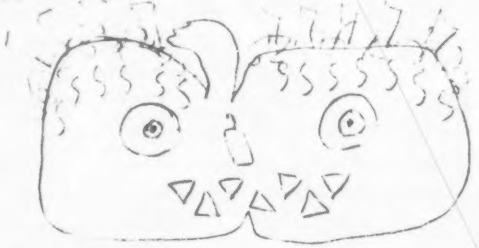
Materials: toothpicks, parsley, raisins, apples, apple peeler-corer, carrots, knife, pumpkin(s)

Procedure:

. Plan your groups according to materials available. Talk about possible uses for the materials. What would make good eyes, etc? Write down suggestions on the board. Have children draw their ideas, before or after the sculpture is made.

Example:

apple peeling hair, carrot sticks, parsley, apple rounds with raisins for eyes, apple core nose, green pepper teeth



Related activities:

. Give the finished product(s) to a nursing home, children's hospital or a sick member of the class. Give it after the childrens' Halloween party, so that they can reap the full pleasure from their creation.

. Point out that this jack won't rot as fast as a carved one.

Suggested Monitoring Procedures

Discuss the shapes that will be needed to make the face. List the features of the face and the materials at hand. Match the two. There will be more than one possibility.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) The student can arrange the space being used effectively by use of shape.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) creative dramatics, holdiays, creative writing, creative movement

Suggested Activities: Grade(s) K-3

Title: No-sew costumes
Group Size: 1-6
Materials: grocery bags-all sizes, cardboard boxes, old sheets, cloth dye, construction paper, egg cartons, newspapers

Introduction:

- The example used in this plan is a raindrop. The same process could be used for many other characters.

Procedures:

- Write across the board, "head, neck, arms, torso, legs, feet." As you discuss each area, put down the ideas pertaining to it in a column underneath.
- HEAD--Talk to the class about how to cover the head in a way that would give the appearance of a rain drop. Here are some ideas:
- Make a head band out of blue paper two inches wide doubled over. Cut long thin strips and curl them on a pencil and attach onto the headband.
- Use a paper sack. Cut out eyes and mouth. Cut and paste blue raindrop shapes all over it.
- Make an eye mask and put two raindrops over the eyes, with holes to see through.
- NECK--For the neck a pendant could be made or more curled paper could be put on a band. It could also be left plain.

Suggested Monitoring Procedures

Talk about the different shapes on the human body that need to be covered by a costume: head, arms, torso, legs and feet. Consider these shapes while designing the costume.

Possible Resources

Easy Costumes You Don't Have to Sew. by Goldie Taub Chernoff, Four Winds Press, New York.

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

- ARMS--The arms should be left plain to focus on the raindrop shape.
- TORSO--Take a large piece of old sheeting dyed blue or a larger piece of blue butcher paper. Measure three times the child's width or from elbow to elbow with arms extended to get the width needed for your material. For length measure from the neck to the knees. Double the length and fold to cover both back and front. Keep the fold on the bottom. Cut two holes for the legs. Reinforce with masking tape.
- Round the corners and staple up the sides. Leave holes for the arms.
- For the neck, cut slits in the top edge and weave a string, piece of yarn or ribbon through. Stuff with crumpled newspapers and draw the string.
- Make sandwich boards out of cardboard. Get a large cardboard box. Measure the child from the neck to the knees. Put marks on the cardboard to show the height.
- For the width measure as in the above plan and mark the measurement on the cardboard. If the cardboard is too small, you can make it narrower.
- Have the students draw two large raindrops using the measurements as guidelines. Cut them out. Paint blue or glue on blue butcher paper.
- Connect with cloth straps over the shoulders. Sew, pin or staple straps to raindrops.
- FEET--Can be covered by taking cardboard, cutting a raindrop shape larger than the feet, then cut a slit toward the center of the raindrop and a hole for the child's ankle. Let the class decide which direction the raindrop should point.

Related activities:

- Combine with a story the children have written and act it out.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can arrange the space being used effecitvely by choice of shape.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) language arts, creative dramatics

Suggested Activities: Grade(s) K-3

Title: Making movies
Group Size: class
Materials: filmstrip projector, 35mm camera, 35mm unexposed film - 36 exposures, assorted colors of tempera, black tempera paint, assorted sizes of tempera brushes, 24" x 30" apx. of butcher paper in many colors

Introduction:

- Read a story to the children to help stimulate ideas. The Orange Splot is about how people changed the outside of their houses to better suit their personality. It could be a lot of fun. The Troy St. Bus shows some fantastic things that happen to children on the way to school. A standard such as Three Bears could also be used. Or illustrating a sequence song such as I Know An Old Lady Who Swallowed a Fly, would be fun.
- Match the students with parts of the story. Group students for painting in whatever way is best in your room.

Procedure:

- Have the students choose the paper color they want to use. Remind them to paint big and use the full space of the paper. Paintings will be made in black first so that it will show up.
- The black should be painted with small brushes. When the black is dry, the students can fill in places with color. Dark and light colors should be next to each other so that they will show up. Two dark colors together will not show up very well in the final product. Black lines may be touched up after it dries, if needed.

Suggested Monitoring Procedures

The shapes must be in sequence to go with the action. Children will need to carefully go over the action and how they want to organize it.

Possible Resources

I Wonder What's Under. by Doris Herold Lind, Parents mag. Press New York, 1970.

Tim Mouse Visits the Farm. by Judy Brook, Lothrop.

The Troy St. Bus. by Bill Charmat Macmillan.

The Big Orange Splot. by Daniel Manus Pinkwater, Hastings.

District Resources

Suggested Activities: Grade(s) K-3

- Take a picture of each painting with the 35mm camera and film in sequence of the story. When you have the film developed, specify that it remain in one long strip. Show the film with a filmstrip projector. Have the children tell the part of the story that goes along with their picture. Put the sound on a tape recorder for a presentation to the parents or other classes.

Related activities:

- Other media for the pictures: black felt tip pen and watercolors on white, oil pastels, collage

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Suggested Monitoring Procedures

Suggested Resources

Designing With Light on Paper and Film. By Robert Cooke, Davis 1969.

Film Making in Schools, by Doug Lowndes, Watson-Guptil Instructional Materials Center, Bellevue Public Schools.

Teaching Film Making to Children, by Yvonne Andersen, Van Nostrand 1970.

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can arrange the space being used effectively by use of form.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) nature walk, creative writing

Suggested Activities: Grade(s) K-3

Title: Rock Peepers
Group Size: 6
Materials: silicone cement or extra strength white glue, small rocks, drift wood, googly eyes

Procedure:

- Go for a nature walk or have the students bring in small rocks. These will have to be washed and dried. Also hunt for pieces of wood to put the rocks on. Glue the rocks onto the wood and to each other to make figures. For a finishing touch, add googly eyes from the store or paint on eyes with acrylic and a fine brush. These make fine gifts. It's fun to think of funny captions to put with the critters.

Related activities:

- If you find some rocks that are larger and have lines in them, keep them. These make a good background for a small world. Look into the rock and try to see something that reminds you of something else. You may see a miniature landscape or a boy flying a kite, a flower, a tree...Take a small brush and paint what you see to go with the lines already in the rock. Permanent markers can also be used.

Suggested Monitoring Procedures

When looking for the rocks, think of body size relationships. The head and body will be the main parts. Some rocks may look like noses, arms, ears or feet. Have the students think about how they are going to use the rocks. To increase selectivity.

Possible Resources

From Afar It Is An Island. by Bruno Munari, World.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can arrange the space being used effectively by use of pattern.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) Thanksgiving, reading

Suggested Activities: Grade(s) K-3

Title: Paper plate turkeys
Group Size: class
Materials: paper plates, construction paper scraps--all colors, scissors, glue, crayons

Procedure:

- Talk about turkeys. Have the children think of the different parts of a turkey. List them on the board. Show them the paper plate. Fold it in half. Put it on the table so that it stands with the round part on the table and the fold horizontal. Show the students that the fold represents the back of the turkey and that by adding feathers and so on, they will have a turkey. Let them figure out how to make the head. Talk about size relationships.

Related activities:

- poultry farming
- turkeys in the wild
- take care of a young turkey at school

Suggested Monitoring Procedures

Show some pictures of bird feathers. Have the students point out the pattern made by the different feathers on the wings, throat and body. There are also patterns on the skin. Ask the students if they can think of any other patterns on a turkey.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can arrange the space being used effectively by use of pattern.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) Thanksgiving, cultural heritage

Suggested Activities: Grade(s) 2-3

Title: Corn people

Group Size: 6

Materials: ears of corn with husks for class, knife, rubber bands, yarn, felt tip pens, straight pins

Procedure:

- Tell the children the history behind this custom. It was brought to this country from Scotland. The corn dolly is made from the last sheaf of corn. In the spring it is fed to the prize cow or mare in hopes for a good new year. The Indians also taught the early settlers about making corn dolls, so many of them are made with Indian patterns.
- Pull back the husk and take out the silk (it is supposed to be used for hair, but yarn holds up better.). Take a knife and cut off the corn; scrape the cob to make sure it is as dry as possible. Put the husk back over the cob; smooth, 1/3 from the top put a rubber band on the outside. Fold the husk down over it, now put another rubber band around the top to keep the husk in place. Use yarn or ribbon to cover up the second rubber band. For hair take a bunch of yarn 2-1/2 - 3" long, tie in the middle and stick on with straight pins.
- Use felt tip pens for marking the eyes or small black tacks. Draw on the mouth with felt tip pen and Indian pattern on the husk which is now the clothes.

Suggested Monitoring Procedures

Look at some Indian patterns in the craft book after the dolls have been made.

Notice how Indians adapted their patterns to fill the available space.

Have the children plan their patterns before they start to draw.

Possible Resources

Crafts and Toys From Around The World. by Arden J. Newsome, Julian Messner.

Indian Crafts and Lore. by W. Ben Hunt, a Golden Book, Golden Press.

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Suggested Resources

Related activities:

- Have the students make different characters to use in a play associated with the study of pioneer days.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can arrange the space being used effectively by use of color.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) letters, shapes, numbers

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources

Title: rainbow words
Group Size: class
Materials: construction paper or colored butcher paper, crayons, scissors

Procedure:

- Have the rainbow colors cut in pieces of construction paper in the shape of a slight arc, so that when they fit together they will form a rainbow. To do this put the paper out on the floor and draw with chalk the shapes you will need. To get concentric arcs, tie a stiff string onto something immovable down near the floor, like a desk leg. Then hold the string and the chalk in one hand and sweep out a circular arc. Move out a bit on the string for a larger arc, etc. Then cut your individual pieces. Have the children each take a piece of the rainbow to put a word on. For the color yellow they can think up as many words beginning with "Y" as they can. There will be more space, fill it up with words that have short "e" sounds or end in "ow". Continue for the other colors. Have the students write their word on scratch paper first.

Related activities:

- Some children like to learn the saying "Richard of York Grows Big Vegetables" to help them remember the rainbows order. Encourage them to make up their own saying.
- Tie in with other rainbow projects and experiments, in section on color.
- Act out the conditions that make a rainbow happen.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can arrange the space being used effectively by use of color.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) social studies, shape, pattern

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
		Man and His Symbols by Carl G. Jung, Doubleday and Co. *The Wonderful Tree.* by Ulf Lofgren

Title: Mandalas
Group Size: class
Materials: square paper, crayons

Procedure:

- Talk about designs that are the same all around a circle. Show some pictures or do an example on the board-erase it before the children start their mandala.
- The rules can be to start a circular design with a solid circle in the center of the paper. The design builds out from there. Each added circle should be of a color that will look good with the one next to it. Keep making larger circles until the edges of the paper are touched. With older children, have them fill in empty spaces with color.
- It is the child's decision if colors look good together. Children should respect each others decisions.

Related activities:

- Use only complimentary colors next to each other.
- Keep cool and warm colors next to each other.
- Use a different shape for each layer or do a pattern within each layer.
- Cut the paper into a circle.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify the center of interest in a composition.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) health, reading, math

Suggested Activities: Grade(s) K-3

Title: Pancakes with design

Group Size: class

Materials: 1 cup milk, 1 cup white flour, 1 cup whole wheat flour, 2 eggs, 4 tablespoons melted butter or oil, 4 teaspoons baking powder, 3 tablespoons honey, 1 teaspoon salt, raisins, nuts or sunflower seeds, electric fry pan, spatula, bowl, wooden spoon, measuring implements, oil for pan, napkins, aprons

Procedure:

. Write the recipe on the board for reference. Appoint different children to measure the ingredients. Let others mix. Use a 1/3 cup to ladle the mix into the fry pan. Have the children come up in groups of five to put a design on their pancake after it is ladled into the pan and before it is turned over. If you can get two pans, it will go faster.

Recipe:

Put dry ingredients into the bowl, mix. Add the liquid ingredients next; the eggs should be prebeaten so that the batter isn't worked too much. Turn cakes when there are bubbles on the top and the surface isn't so shiny. The batter should be like thick cream. If it's too thick, add more milk. If the cakes are getting scorched, turn the heat down.

Suggested Monitoring Procedures

Talk about design possibilities before doing the project.
Ask the students what they will notice when they look at the pancake and why.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify the center of interest in a composition.

State Goal

District Goal

Program Goal

Related Area(s) biology, reading, social studies, language arts

Suggested Activities: Grade(s) K-3

Title: Nature mural

Group Size: 4-6

Materials: a long piece of butcher paper, crayons, tempera, watercolors, chalk, books

Procedure:

- Decide on the length of the mural.
- Choose the subject: desert, woodland, seaside, everglades, prairie, farmyard...
- Talk about the main objects of interest below ground, at ground level, above ground and in the air.
- List the categories on the board.
- What makes something the center of interest? Discuss with the class. Look at pictures in books for reference.
- Have the students suggest objects of interest. List the ideas under one of the four categories. Put the student's name next to their suggestion to encourage total class participation.
- Take one level at a time and decide where the animals, plants, rocks, etc. are to be placed. Chalk in the space, item to go in it and the child's name.
- The objects of interest should be well colored, in heavily concentrated crayon or thick tempera. The background can be done in water colors, thin tempera or lightly applied crayon.

Related activities:

Outdoor Awareness

- Relate levels of mural around a tree. Take walk outside to look at trees. Name types of trees. Use this set of ideas to help increase

Suggested Monitoring Procedures

When the class is finished with the mural, stand back and look at it. Are the centers of interest showing up as intended? If not, fix them so that they do. Add more color, outline them or supply a contrasting background.

Possible Resources

The Underwater World of the Coral Reef.

Goodbye, River, Goodbye.

A is for Africa.

Desert Dwellers.

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

awareness of trees on the hike:
- a. Touch the trunk of the biggest tree in sight.
- b. Go to a tree with loose, rough bark.
- c. Find a tree with a trunk that looks as if it had muscles.
- d. Look for a small tree with leaves that are mitten-shaped.
- f. Look around and find a tree whose leaves always seem to move.
- g. Walk to the nearest tree with needles.
- h. Touch the trunk of a tree that has loose, smooth bark like paper.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can identify and create positive and negative space in a composition.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) color, language arts, spelling

Suggested Activities: Grade(s) K-3

Title: Look carefully
Group Size: class
Materials: large objects with three colors- such as a beach ball, children's toys, socks, mittens, letters on a piece of paper

Procedure:

- Tell the students that you are going to hold up an object for a short time and they are to look carefully at it so that they can tell you its size, color, texture, shape, patterns it might have and anything else they might notice about it.
- Start by holding the object up for 30 seconds, as the group catches on, use less time and harder objects. This can work into letters, numbers and words.
- Write key words of things to look for on the board.
- Have the children draw what they see.

Related activities:

- Take two strips of white paper 1-1/2" x 8". One at a time, cut shapes out of the strip. Paste strip and shapes next to each other on a red piece of paper. When it is finished, there should be strips and shapes alternating across the page.

Suggested Monitoring Procedures

Have children identify negative and positive space relating to the objects (when they are there and when they are gone).

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can identify and create positive and negative space in a composition.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) math, color, cultural heritage

Suggested Activities: Grade(s) 2-3

Title: Indian graph designs
Group Size: class
Materials: graph paper, crayons, or felt tip pens or colored pencil, book

Procedure:

- Talk with the class about symmetry. Share the Indian designs from the book with them. Once they have the idea have them create their own design using the graph paper. If they get stuck, use the book for reference.

Related activities:

- Talk about the different tribes in relation to the designs. Study the life styles and cultures.
- Cut out the designs and use them to decorate a bulletin board or teepee.
- Instead of coloring in the design, punch out colored pieces of paper and glue them on.

Related activities

- Let students make a completely original design.
- Design from outside edge inward.
- Cut out a shape before designing. Stay on the lines.

614

Suggested Monitoring Procedures

Point out that spaces in the designs that are not colored can be considered negative spaces.

Possible Resources

Indian Crafts and Lore. by W. Ben Hunt, a Golden Book, Golden Press.

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student can identify and create positive and negative space in a composition.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) Christmas, numbers

Suggested Activities: Grade(s) 1-3

Title: Advent calendar
Group Size: class
Materials: construction paper, scissors, pencils, crayons, glue

Procedure:

- On a white piece of paper, have the students draw 25 little pictures to do with Christmas. Keep the pictures one-two inches apart to allow plenty of space. Limit the size of the pictures also. The 25th picture should be special. When the pictures are done, they select a piece of paper to go over the top. Then they mark where the pictures are on the top piece, so that they can cut windows. While marking the places for the windows, the top piece of paper should be secured to keep the placement correct. When then windows are all cut, the students can put numbers on them for the days. Make sure that the windows don't get bent open. They should stay closed until the proper day. Glue edges together.

Related activities:

- Use magazine pictures.
- Make a class Advent calendar by tacking school milk cartons, with the tops cut off, onto a 1/4" piece of plywood. Put a little present into each one. Cover the whole thing with newsprint

Suggested Monitoring Procedures

While the students are cutting the windows, ask them what kind of space the hole for the window is.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

or butcher paper. Rub over it with a crayon so that you will know where the openings are. Each day have a different child open one of the boxes and get the present. You may need to add some extra boxes to accommodate your class size and double up on people to open up to fit the days. Fun.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can create a unified balanced composition.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) ecology, social studies, language arts

Suggested Activities: Grade(s) K-3

Title: Litter Critters
Group Size: class
Materials: litter from around school, tape, glue, paper, pencil, scissors

Procedure:

- . Ask the students if they noticed any litter around the school this morning. If possible, go for a walk around the school and collect litter, otherwise, have the students collect it in the morning on their way to school. The students should be reminded that litter is dirty. If they have a piece of paper to pick it up with and a sack for carrying, it would help.
- . Use the litter to make "critters" to be displayed in the hall on a table for other students to see.
- . Crumpled papers can be bodies or heads. Pop cans and bottles are good for bodies. Sometimes there will be papers with pictures that could be cut out and used. Old straws make good arms. Make sure everyone washes their hands when finished. Older children might want to think up fantastic names for their critters and put labels on them.

Suggested Monitoring Procedures

If these creations aren't balanced, they will fall over.

Possible Resources

paths, gutters, play yard, janitor

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can create a unified, balanced composition.

State Goal	
District Goal	
Program Goal	

Related Area(s) texture, science, health

Suggested Activities: Grade(s) K-3

Title: Driftwood and eggshells

Group Size: 6

Materials: egg shells, white glue, small pieces of wood, other items collected from nature, wood or cardboard plaques, spray varathane or fixative, pop top rings, rug tacks, yarn

Procedure:

- Gather items for the design. It looks very good if you can manage to have all wood pieces for the design. If there is not enough fill in with shells, small stones, seeds, etc. Get the plaques ready. If possible, cut them in different shapes. Why look at rectangles all the time? If you use cardboard for the background, get the self-stick picture hangers to put on the back to hang the plaques. On a wood background, use the metal tabs. Nail them on with small rug tacks.
- Have the children select the plaque they want and the items to go on it. Let them play at arranging the items for a while without glue. When they have an arrangement that they like, let them have the glue. Once the items are glued down, they will be ready to put on the background of egg shells.
- The egg shells should be washed and dried and broken up beforehand. To fix them to the plaque, have a mixture of one part water to two parts glue. The students paint this on with a bush to the background. Then they sprinkle on the egg shells. Let this dry before shaking off the excess shells.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

Related activities:

- For science, talk about how and why glue works. Also about the composition of egg shells. You could even do the experiment where you take a raw egg with the shell and put it in a jar of vinegar for a week or two. Watch what happens to the egg shell. This is done in some countries. They then drink the vinegar to get extra calcium and eat the now-pickled egg.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student can create a unified, balanced composition.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) symmetry, color, social studies, reading

Suggested Activities: Grade(s) K-3

Title: Stained glass windows
Group Size: class
Materials: black construction paper, tissue paper, or clear gel, clear tape, scissors

Procedure:

- Make a design on the black paper; it can be any shape you want. The paper can be folded and cut to produce a symmetrical design or a design, figure or scene can be drawn on and then cut out. The complexity depends on the skill and patience of the children.
- Once the paper has been cut the colors go on. It is easiest to just put one color on the back. As the children get older, have them use more colors. Double back tape is a big help. Display these on the windows.

Related activities:

- Use this technique to make a class mural.
- Letters to spell Merry Chirstmas would look good done this way.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The students can create a unified, balanced composition.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) creative dramatics, creative writing

Suggested Activities: Grade(s) K-3

Title: Paper mache characters

Group Size: 6

Materials: white flour, water, oil of cloves,* newspapers, egg cartons, empty detergent bottles, cardboard tubes, poster paints

Procedure:

. Decide on a theme. Relate it to an area of current study or a story to be played out. Have children decide on the needed characters. You may need more than one story to have enough characters. Write on the board who is going to do which character.

. Plastic bottles make a good base for people and some shapes for some animals. For other animals use cardboard tubes, or crumpled up newspaper for the base. Heads can be made with crumpled up newspaper, egg carton pieces or styrofoam shapes. For arms twist pieces of paper and poke them into a slit. The paper mache will tie the whole thing together. On the animals use cardboard tubes for legs or sticks with mache around them.

. Now to cover them over with mache. Tear strips of newspaper, dip them in the wheat paste and run it out between two fingers so that a thin film of paste is left. Smooth these pieces one at a time onto the figure. The children will need help knowing where to put the pieces to hold the structure together. As many as four layers can be added. Two will dry quicker.

*Get from a pharmacy

Suggested Monitoring Procedures

Check body size relationships.

Possible Resources

District Resources

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Suggested Resources
Recipes: Wheat paste- 1/2 cup white flour 2 cups water 1/2 t oil of cloves mix cold water and flour, then turn on medium heat continue to stir while cooking. It should end up like gravy. Add clove oil after it cools a bit. The oil helps prevent souring. Mache pulp- Tear egg cartons into small pieces, cover with water and soak 24 hours. Drain. Mix with wheat paste or flour. A run through a blender may be helpful. What's even more helpful is to buy it at a craft store and add water. If you won't be using much, this is the way to go. . After the base mache is dry, you can add finer features if you want with paper mache pulp. When this is dry, put on your overall paint coat; when it is dry, paint the detailed features. For some characters, the students may want to add clothes. To do this with mache, use paper towels. You may have some scrap cloth that would work well too. Hats can be made with construction paper.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student can create a unified, balanced composition.

State Goal	☐
District Goal	☐
Program Goal	☐

Related Area(s) shape

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
Title: String shapes **Group Size:** 6 **Materials:** boards about 12" X 12", small nails or furniture tacks, heavy thread or string, crayons, hammers, white glue **Procedure:** . Have the children draw a basic shape on their board and tap the nails in around the shape on the line they drew. Try for them to be evenly spaced about an inch apart. When the nails seem to be spaced well, pound them in securely. Then take the thread and tie it around one nail, continue to wrap it around all the other nails. There are many ways to do this. Talk about them and see what the class comes up with. When the thread is where the students want it, secure it with a dab of white glue. . Display them so that the students can see the many approaches.	Check that the string is not bunched up in one area of the board.	
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student can create a unified, balanced composition.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) biology, Christmas

Suggested Activities: Grade(s) 1-3

Title: Terrariums
Group Size: 6
Materials: 1/2 gallon juice jars, chop sticks, dirt, plants, long spouted watering can, red ribbon

Procedure:

- Have children bring jars from home. Try to get those with the large mouth. Put dirt in with a large spoon. Have students bring plant starts from home. Put them in with chop sticks. Wash dirt down from sides with long spouted watering can. Tie a red ribbon around it and there's a Christmas present.

Related activities:

- Study how plants grow and their needs.
- Have a class terrarium in an old fish tank. Put frogs, lizards, bugs and so on in there.
- Cover the lid with play dough and make a design or sculpture.

Suggested Monitoring Procedures

There should be room between the plants for growth. The big plants should not overshadow the little ones.

Possible Resources

Nature Crafts and Projects. by Beverly Frazier, Troubador Press, San Francisco.

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

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RESOURCES

The Little Red House Riddle

a story to be told, not read

Tom and Anika were tired of playing. They went into the kitchen to ask their mother for something to do. Mom was working. Mom was always doing nice things for them. They wanted to do something nice for her.

"Mom, we appreciate all the nice things that you do for us. What could we do for you?," asked the children.

"Let me think," said their mother. "I know, you could find me a little red house with no doors and no windows and a star inside."

"We never heard of a house like that," said the children. Where can we find it?"

"You'll have to search around outside. Try asking the woman who lives on the hill."

"O.K.," said the children, and off they went.

The hill was long, but they finally got to the woman's house. They knocked on the door and then waited. They could hear footsteps. The woman opened the door. "Hello," she said.

"Hi, we're looking for a little red house with no doors and no windows and a star inside. Our mother thought you might be able to help us."

"Hmmm, a little red house with no doors, no windows and a star inside. That sounds very pretty. I don't know where to find it either. Go ask the farmer. He travels around the country quite a bit. Maybe he can help you."

"That sounds like a good idea," said the children. "Thank you."

They knew the farmer lived beyond the woman's house, so they continued on the path over the hill. In the distance, they saw a cloud of dust rising in the sky. They guessed that it must be the farmer plowing his field, so they followed the dust cloud. When the farmer saw Tom and Anika, he stopped the tractor to ask them what they wanted.

"What can I do to help you kids?"

"We're trying to find a little red house with no doors and no windows and a star inside. We thought you might be able to help," said the children.

"I travel around the countryside, but I've never noticed a house like that. Go sit under that apple tree and wait for the wind. Sometimes the wind'll give us answers we can't find anywhere else."

"Thank you," said the children.

They had walked a long way and were glad to sit under the tree to wait for the wind. In a few minutes the wind rustled through the branches of the apple tree. They listened hard. All they heard was the leaves and then "thud" two apples fell. They each picked one up.

"We can take these to Mother if we can't find the little red house," said the children.

They waited some more, they were getting cold and it was getting dark. It was time to go home.

Tom and Anika skipped and ran home. They came into the kitchen and showed their mother the two apples.

"Oh, you found two little red houses," she said.

"We did?," the childred were surprised.

"Yes, see. There are no door, no windows," then she took a knife and cut across the core of each apple, "and a star inside."

As each apple fell open, the children could see that there was a star in each one. What a surprise. Now they had a riddle they could tell their friends.

ENCOURAGING CREATIVITY

EXPLORATION DISCOVERY CULTIVATION
are three words that help remind us on one way to approach the creative process. The sequence of these functions is important. To remember it, think of Columbus and his struggles to find a new trade route.

EXPLORATION

The beginning of exploration involves airing many ideas, sometimes called brainstorming, either by talking or doing.

If we are going to explore color, first we can talk about the color wheel and blending colors. Mixing yellow and blue helps us to discover some properties of color. Before doing the mixing, talk about ways the colors can be mixed. Encourage everyone to join in the brainstorming session. After talking about ways to mix the two colors, do it six at a time at the art table. This allows the students more freedom to explore without rushing than having the entire class involved at one time.

For each new element of design that is introduced, discuss it first so that everyone knows just what is being explored. With line, talk about the different types of line before deciding the project to follow. There are many types of pattern. Talk about them and show examples before zeroing in on one for exploration. This same approach will apply to all elements of design and give the students a much broader base from which to work.

Exploration gives the students the freedom to succeed. It is very difficult to copy someone else's idea, but exhilarating to discover your own.

DISCOVERY

We will continue with the example of mixing yellow and blue. While the papers are drying, let them be on display for the students to discover the many shades of green. When they are dry, the students can study them and discover the swirls, blends and mixtures that they like the best.

CULTIVATION

To cultivate the experiment they have done, the students can cut or tear it to be used in a picture or lesson. They can also apply the knowledge that has been gained in another project.

USE OF BOOKS

There are three fundamental ways to use books in the visual arts.

ILLUSTRATIONS from children's books give us many examples of ways that color, line, pattern, texture, shape and composition are used to create an effect. It can be inspiring and educational to look at a variety of books keeping the six basic design elements in mind.

REFERENCE can be divided into two main categories: how does it look and how to do it.

If you want to draw a lion or a feather, photographs and lifelike drawings can help lend direction to the creation. It is best to have more than one selection to deter direct copying. There are occasions when copying can be a useful tool in developing perception, but it usually doesn't help to strengthen decision-making ability.

Photographs can also help students be aware that there is more than one kind of tree, house, cloud, flower, etc.

The "how to do it" category contains crafts, games, parties, magic and art books. These types of books give us new ideas. Ranger Rick magazine has beautiful photographs and craft ideas. National Wildlife, World and Cricket are also helpful magazines.

INSPIRATION for subject matter in an art project can come from fact or fiction. Try to be specific in the assignment and consider a variety of media. Get suggestions from the class for possible themes to be used in an art project. For instance, if you have just read a story about a mouse, some students may want to draw a picture of a mouse (in which case reference books should be used and a certain type of mouse selected). The children could imagine what their surroundings would look like if they were the size of a mouse. The students could think of everyday items we use and different applications that could be made by an intelligent mouse. Some children might be interested to gain facts about mice.

Integrating a Visual Arts Center into the Regular Classroom

There are three basic ways of doing an art project in the classroom:

1. The whole class does the same project.
2. The whole class is involved in doing different projects.
3. A few students at a time work on an art project, while the rest of the class does something else.

When first starting to use art in your regular program, plan on spending time with the children to insure the proper use of materials, their understanding of the project and proper clean-up procedures. After a routine has been developed, it will be much easier and many projects can be completed by the students with little help from you. Some projects will continue to require a bit of attention. Giving independence to the students is important, as is your continued interest in their efforts.

There are two general categories of art projects, wet and dry. The dry ones can be messy too, but they are easier to clean-up. The dry projects are the ones you would probably be more likely to try with the whole class.

Wet projects require a bit more thought and are usually better with fewer children participating at one time. When setting up a table for any art project and especially a wet one, consider the following:

1. Traffic patterns during work and clean-up.
2. Location of water.
3. Size of available space.
4. Number of students using the space at one time.
5. Other concurrent activities.
6. Lighting.
7. Storage available for wet and dry items.

A table or counter top reserved for art projects facilitates exploration of a medium. It also saves on materials. As a result, a larger variety of techniques can be tried. For instance, if you want to do a project involving a brayer and printers ink, as few as two brayers and tubes of ink would suffice for the entire class. The children can rotate by twos throughout the week until everyone has a turn. Some projects could accommodate as many as six children at one time. The length of time they spend will depend on the project and their interest in it; fifteen minutes to one half-hour is the general range.

After several techniques have been introduced, two or three of them can be set up on the art table. Then, when students go for their turn, they can choose. This type of set up also allows the students the freedom to invent new combinations and applications of materials.

THE ART CENTER IN THE ELEMENTARY CLASSROOM

The Art Center is of vital importance to the basic functioning of the Elementary classroom learning program. It provides a centralized area for use of materials that might be otherwise be cumbersome in the classroom. The Center can be divided into areas that will provide many different media experiences with a minimum of clean-up and organizational care. The necessity of providing varied physical and mental media experiences either as a part of or related to Art Activities is one that cannot be overlooked simply because of environmental inconvenience. If a complete learning program for the Elementary School student is desired, it must include the developmental skills and techniques involved in Art Experience. The Art Center can provide the space in which to carry out a thoroughly successful Art program.

LOCATION

The location of the Art Center depends on the individual needs of the students, teachers, and school facilities. It should be in easy access to all related classroom areas so that a variety of small group activities can take place at the same time as other activities are going on. In determining the specific space to be used CONSIDER THE FOLLOWING:

1. Access to other classroom.
2. Water/Sink in immediate vicinity.
3. Size of space.
4. Amount of other activity in area.
5. Lighting.
6. Storage--include some high and lockable cupboards.
7. Number of students that can be accommodated.

AREAS

The areas to be included in the Art Center should be decided according to the amount of space and the specific needs for the learning process of the children. Generally these would include a variety of media activities, both "wet" and "dry", that would involve several skills and techniques appropriate to the developmental level of the children who will be using the facility. Some of these areas can be done in combination. The following is a basic outline which can be expanded in many directions to include any special media or techniques that individual resources might indicate.

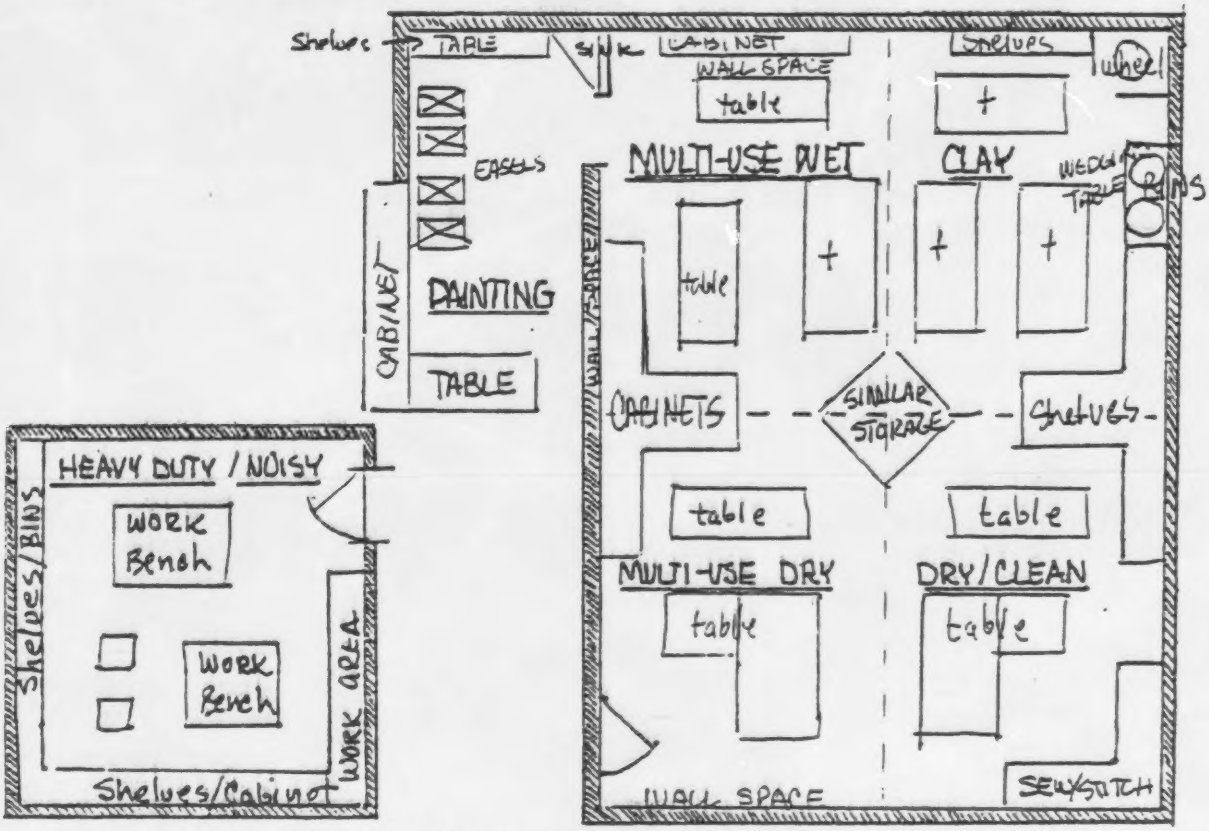
1. Painting - Tempera, etc.
2. Clay - Wheel throwing, Handbuilding.
3. Multi-Use Wet - Cut/Paste, Collage, Paper Mache, Ink Drawing, Lettering, Calligraphy, Watercolor, Printmaking, Plaster Sculpture, Wood Sculpture, etc.
4. Multi-Use Dry - Drawing, Paper Sculpture, Copper Tooling, etc.
5. Dry/Clean - Weaving, Stitchery, Sewing, Macrame, Leather, etc.
6. Heavy Duty/Noisy - Wood Working, Heavy Sculpture, Jewelry, Stained Glass, Metal Work, Welding, etc.

When organizing areas in a space, separate wet areas from dry, paint from clay, noisy from quiet, and active from confined. Materials to be used in each area should be easily accessable to that area and to the height of the children involved. A full range of basic materials should be available at the students' level that are safe and easy for them to clean and return to the proper area. More expensive and/or less safe equipment must be stored higher and in some cases locked.

The following pages contain ideas for possible floor plans that could be implemented in various school facilities. Keep in mind that these are suggestions and that the information above must relate to the particular situation.

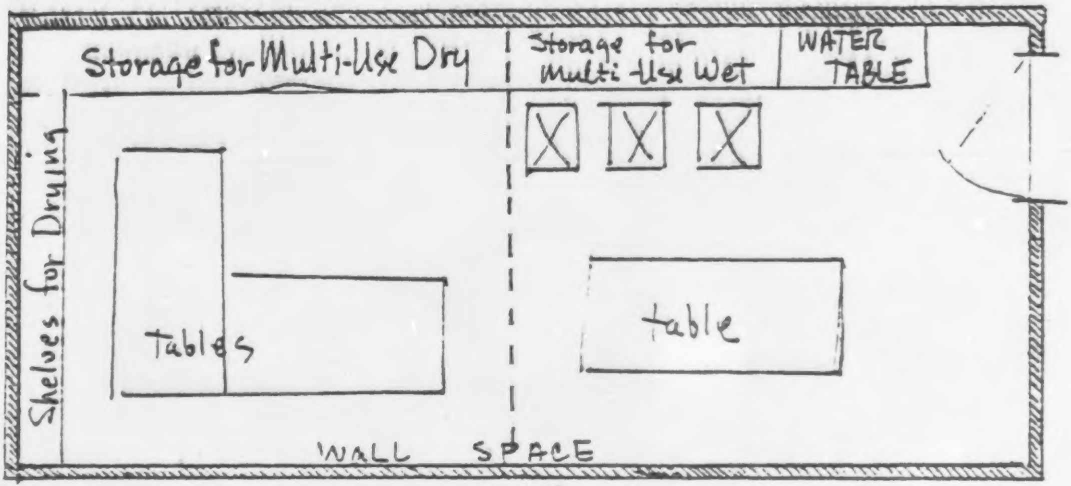
SAMPLE FLOOR PLAN #1

This floor plan is designed for a typical Elementary School Classroom with an outside alcove containing a sink. The Heavy Duty/Noisy work area is planned in a separate and more appropriate area.


Shelves
TABLE
SINK
CABINET
WALL SPACE
table
Shelves
wheel
EASELS
MULTI-USE WET
CLAY
WEDGING TABLE
BINS
CABINET
PAINTING
WALL SPACE
table
TABLE
CABINETS
SIMILAR STORAGE
Shelves
HEAVY DUTY / NOISY
WORK Bench
table
table
Shelves/BINS
MULTI-USE DRY
DRY/CLEAN
table
table
WORK Bench
WORK AREA
Shelves/Cabinet
WALL SPACE
SEW/STITCH

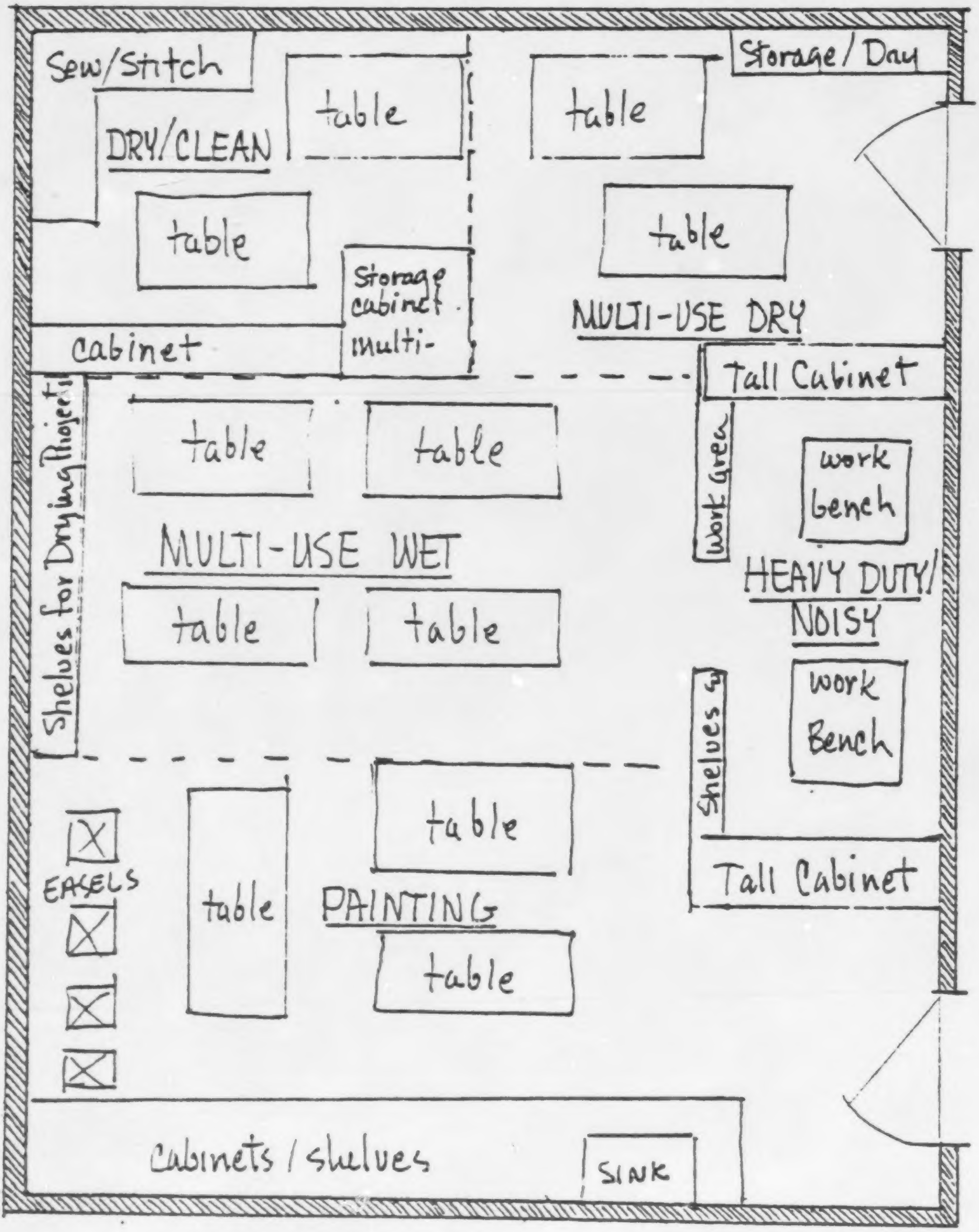
SAMPLE FLOOR PLAN #2

A limited Art Program can be operated in a smaller space such as this one with areas either eliminated or combined.


Storage for Multi-Use Dry
Storage for Multi-Use Wet
WATER TABLE
Shelves for Drying
Tables
table
WALL SPACE

SAMPLE FLOOR PLAN #3

This plan calls for a large classroom with sink and storage inside and contains all 6 areas.


Sew/Stitch
DRY/CLEAN
table
table
table
Storage/Day
table
Storage cabinet multi-
MULTI-USE DRY
Cabinet
Tall Cabinet
table
table
Shelves for Drying Projects
Work area
work bench
MULTI-USE WET
HEAVY DUTY/NOISY
table
table
work Bench
Shelves
table
Tall Cabinet
EASELS
table
PAINTING
table
Cabinets/shelves
SINK

MEDIA, MATERIALS, AND EQUIPMENT NEEDED IN EACH AREA

Area	Media	Materials/Preparation	Equipment/Storage
PAINTING	Paint - Liquid or powdered tempera, Red, Magenta, Yellow, Tourquoise, Ultramarine Blue, Green, Black, White. Liquid Starch Watercolor sets - A few Paper - all purpose white, butcher paper, light tone construction paper, cardboard panels, etc.	Squeeze bottles for paint Mix liquid starch with 1/2 each Liquid Tempera. Mix liquid starch with 1/3 @ Powdered Tempera, and water. Palettes - plastic or aluminum dinner plates Water Cans - 20 oz. or more Brushes - several easel type 1/2" and 3/4", Soft Bristle - diff. sizes. Masking Tape	Easels - 6-10 Tables - 2 or 3 small Cupboard for paint and paper, etc. Paper towels Sponge and 409 or Fantastic cleaner Dishpan - plastic, to drain palettes.
CLAY	Clay - Premixed white, terra cotta (cone firing same as glazes) Glazes - full color selection Was Resist	Clay Tools - rollers, mallets, sieve, cutting (table knives,) scoring, wood blocks, carving needle or nails, sm. sponges Square plywood pieces - 1 foot for working surface Plastic to cover wet pieces Old Towels Water containers Odds and ends for decor (lace, toys, etc.) Brushes, Molds	Tables Wedging boards - canvas stretched over boards Plastic garbage cans & bags to store clay Kiln and equipment Storage shelves for tool and drying work Paper towels, Sponge *Area must be clear of paint, plaster, etc., that might conflict with firing
MULTI-USE WET	Cut/Paste, Collage - Paper - variety of color size, texture weight. Cardboard, tissue, construct. Paste, glue, rubber cement, liquid starch, masking tape brads, paper clips, staples, odds & ends (paper rolls, egg cartons, ribbons, yard)	Scissors, rulers, stapler, kitchen shears, mat knives (opt) hole punch	Tables - cover with newsprint Storage shelves and bins
	Paper Mache - Newsprint, paper towles, chicken wire (for large objects), Liquid Starch, wheat paste or white glue Tempera, lacquer, or shellac	Scissors, container for glue, Paint equipment/brushes	Covered tables, Storage in dry area for projects

MEDIA, MATERIALS, AND EQUIPMENT NEEDED IN EACH AREA

Area	Media	Materials/Preparation	Equipment/Storage
MULTI-USE WET (cont.)	Ink Drawing, Lettering, Calligraphy - India Ink or black tempera Paper - white, hard surface bond Newsprint for calligraphy	Pens and Points - Speedball, etc. Bamboo Watercolor brushes - diff. sizes.	Tables Drawing Boards
	Watercolor - 5-8 pan sets One for each student Paper - All purpose white or water paper	Water cans Water color brushes - various sizes	Paper Towels
	Printmaking - Block Printing ink, Linoleum blocks or wood blocks, Masonite pieces for mono-prints, Tempera/glue mixture, Print Paper.	Brayers, Ink plates, Linoleum carving tools, wood spoons.	Print Press (Opt.) Hanging area for prints
	Plaster Sculpture - Plaster, fast drying casting Plaster	Plastic mixing containers Water bucket (for pre-rinse) Stirring sticks Carving tools - table knives, rasps Casting molds - milk cartons, cups	Covered bin for plaster, (must not get damp) Newsprint on tables Sponge Shelves to store projects
	Wood Sculpture - Wood pieces, small, varied in texture, size, color, etc. Glue (Carpenters,) Tempera, Varnish		Covered tables
	Miscellaneous Activities - Special Activities such as Tie-Dye, Batik, Silkscreen, etc. can take place in this area.		
MULTI USE DRY	Drawing - Drawing pencils HB-6B, Erasers, Charcoal - Soft Vine & Compressed, Kneaded eraser, Oil Pastels, Dry Pastels, Colored chalks, Paper - varied in color, size, texture, weight, Lots of newsprint for planning.	Protractors, rulers, compass, Drawing boards, hole punch, Scissors, Stapler, Masking tape, Cellophane tape.	Tables Some shelf space *Area must remain Clean and Dry.
	Paper Sculpture, Copper Tooling, Etc.		

MEDIA, MATERIALS, AND EQUIPMENT NEEDED IN EACH AREA

Area	Media	Materials/Preparation	Equipment/Storage
DRY/CLEAN	Weaving - String, yarns, raffia, etc. Miscellaneous weaving items (leaves, IBM tapes, etc.)	Looms - simple Cardboard boxes, nails, hammer	Tables
	Stitchery/Sewing - burlap and canvas fabrics, various other fabrics and scraps, thread, crochet string, yarn, buttons, notions, leather scraps, stuffings - foam, dacron embroidery thread	Scissors - fabric Needles, pins, fabric glue, measuring tape, Embroidery hoops - large & small	Sewing Machine Large storage area Bins and shelves
	Macrame, Leather Work, Beading Any activities requiring a dry, clean work area		
HEAVY DUTY/NOISY	Wood Working - Various Wood pieces good sizes and workable for building Nails, screws, bolts, nuts, hinges, eye hooks, sandpaper	Hammers, saws, hand drill, screw drivers, wrench, C-clamps, files rasps, planes, chisel, mallet, hand router, glue brushes, wood burning tool, wood carving tools.	Work bench with vise Storage shelves and Wood bins Cans for nails, etc.
	Heavy Sculpture - Wood, metal, wire, Plaster, etc.	Miscellaneous tools	Space
	Jewelry - Wire - Cooper, brass, aluminum (electrical), Beads Metal scraps	Mallets, wood blocks, ring mandrel, wire cutters	Work Bench with Vise
	Stained Glass, Metal Work, Welding, etc.		

ART CENTER ORIENTATION FOR STAFF, VOLUNTEERS, AND STUDENTS

When the Art Center is completed, that is, stocked with materials and organized in such a way that it will facilitate Art Activities, an introduction is necessary for the staff, volunteers, and students. The Center will have a structural organization for storage, use of materials and clean-up. It is critical that each person using the facility be cognizant of the following:

1. The organization of the Center.
2. Where specific kinds of activities are to take place and why.
3. What materials are available.
4. How to use materials.
5. How to care for and clean materials.
6. The approximate value for replacement of materials/equipment.
7. Appropriate clean-up methods for the Center.
8. Importance of returning materials and equipment of their storage place in good condition.
9. Notifying others who use the facility when replacement or repair is necessary.

An Orientation Workshop is mandatory for all teachers and volunteer parents who are to use the room. If care is taken on a regular basis, the maintenance of the Art Center is minimal. More important, it is ready when it is needed to provide the environment for the exploration of the Creative Process, even for spontaneous activity. The students also must be given an orientationas to the use of the Art Center. It is vital that they understand the proceedures for maintenance, particularly, "Why". The directions for care and clean-up should be posted and legible to both adults and students. A positive attitude is most important. It is much easier to clean up when you know "how to do it", "where to put it", and that it is nice "to have things ready the next time they are needed." The environment of this Center has been prepared with activity in mind. The equipment and materials are appropriate to the skill level of the student group and organized to facilitate easy "take out", "clean up", and "put away".

ART ACTIVITIES IN THE CENTER

Art lessons and activities can be planned for subsequent student meetings by simply introducting and exploring each area and media. A demonstration and explanation in the use of a media, a technique or two, and then time to experiment and explore the media, is a complete Art Experience and necessary to the development of the Creative Process. For example:

PAINTING AREA - Tempera Easel Painting with Palette

Supplies needed:

1. Tempera paint mixed with starch in squeeze bottles.
    A. Red, Magenta, Yellow, Tourquoise, Ultramarine Blue
2. Brushes - variety of sizes including easel type.
3. Palettes - plastic or aluminum dinner plates. One for each student.

4. Paper - all purpose white, variety, at least 16" x 20" available.
5. Easels or tables - adequate working space for each student.
6. Water Cans and paper towels.

Set up:

1. Have materials arranged in centralized area near water so that students can pick up their own materials. Explain lesson before they begin.

2. Order (cover table if necessary):
    a. Pick up water and brush and paper towel.
    b. Paper - stick on easel with masking tape - back tape.
    c. Fill palette with paint

Lesson:

1. Explain what the paint is and how to mix it with starch.
2. Demonstrate the use of the palette.
    a. Squirt about 1 tbsp. @ Magenta, Red, Yellow, Tourquoise, and Ultramarine Blue on plastic or aluminum palette.
    b. Show how to dip brush into two separate colors without mixing and then mix together on a separate spot on the palette.
3. Explain Color Theory/Wheel (optional).
4. Demonstrate rinsing brush thoroughly and wiping on paper towel.
5. Ask students to mix different combinations of colors and discover how to make orange, green, violet, and browns.
6. Have free painting time to explore what has been learned.
7. Call together for non-judgmental Critique at the end of the time period. Review information and notice what others have discovered.
8. Explain Clean up - wash brush, empty water, wash palette, store brush handle down, drain palette in plastic dish pan. Put paintings to dry on storage shelf, clean easel or table area.

At this point, each student is fully aware of the responsibilities and the possibilities for Art Experiences in the Painting Area. Free painting time can continue at any additional time period alloted. This additional exploration will allow for further development and understandings in both the physical and mental process of the Creative Experience. Each Media and/or Technique available in the Art Center can be presented in the same or similar ways providing subject matter and excellent experiences for many lessons to come.

Special Resource People (Volunteer Parents, Artists from the community, etc.) can be incorporated to present more demonstrations and general experiences in the Center. This can be particularly valuable to expand the range of activities and to simply provide supervised time periods for free working for smaller numbers or mixed age groupings.

WET TECHNIQUES

How to prepare powdered tempera:

1. Combine liquid starch and liquid dish detergent in equal amounts. The starch keeps the paint from dripping and the soap faciliates cleaning.

   One half cup of pigment should be enough for a pint jar of liquid. Judge the amount of pigment by the intensity of the color.

   Use the empty tempera containers or jars for mixing about a pint each of the colors needed. It is nice to feature different colors.

   Keep paint ready for use in small or large baby food jars, milk cartons, squeeze bottles or plastic cups with lids.

2. Powdered tempera can be mixed with mod podge or white glue and a small amount of water. This method is good when making Christmas plaques. Paint the glue-tempera mix on a board and then put a card or picture right on top of it. When the paint dries, it will have a sheen and need no further finish.

3. Powdered tempera mixed with water is thin and runny. It would be good used as a wash over crayon.

4. Dry tempera can be used to color popcorn for art purposes or mixed in with dry cornmeal for sand drawings.

5. To use in finger painting, put the liquid starch-soap mix on butcher paper and then sprinkle the powdered color over. The students do the mixing.

Water based Latex paint:

Latex can be found in hardware and paint stores. Look for the cans that are on sale. Ask when the sales are. There may also be odd colors at a cut price.

The advantages of latex are that it doesn't rub off, the colors stay bright, it is good on a variety of materials, it can wash out if you're quick, it is water based and it can be cheaper than tempera. Find out what it costs you to mix a gallon to tempera and compare it to the prices you can find for latex. If you can get latex at a better price and you like using it, you may want to request it to be on the school supply list.

Water colors:

The plain plastic boxes of water colors are very nice. They produce softer colors than tempera or a latex. The colors blend easily.

Water colors often have a quieting effect on active children. It is a more restrictive activity than the other paints. Butcher paper can be used.

Use and care of brushes:

1. Try to have one brush for each jar of paint. This helps to keep the colors from getting mixed.

2. Show the children how to handle their brushes so that the bristles don't get rumpled and broken. The end of a flat brush can be used to make a textured print, if it is not pushed too hard.

3. When painting time is over, have the children wipe the brushes on the inside lip of the container. Then wash the brushes throughly. Shake out excess water and put the handles in a jar. Leave the bristles in the air to dry.

4. If possible, have a variety of brushes for the children to use.

White glue:

Some use for white glue:

1. Regular gluing for paper, wood, rocks, fabric, cardboard and leather.

2. Mix one part glue to one part water. Use this mix to paint on tissue for collage or balloon forms.

3. Use mix from #2. as a finish for pictures and sculpture.

4. Mix with tempera powder and a small amount of water to paint on wood. Place a card on top, leaving a border and you'll have a plaque.

Baker's clay:

Following recipe is for about 15 students to make ornaments.

4 cups unsifed all-purpose flour
1 cup salt
1 to 1-1/2 cups water

Combine one cup water and one cup salt in a bowl. If possible, heat the water to help disolve the salt.

Add half the flour and mix. Add the rest of the flour. Mix thoroughly by hand. If dough is too stiff, add water, one tablespoon at a time. Knead until all ingredients are blended and the dough is pliable, not stiff, not sticky.

Have students form the clay on aluminum foil. It won't have to be disturbed to be baked. Bake at 350° for one hour or more. Check while baking. If the figures are turning brown, lower the heat to 250°. Figures should be stiff when done. Thick objects should be baked at 250° for two hours or more.

For upright designs, use toothpicks or chicken wire for added support.

Finishes for baker's clay:

1. Paint with tempera or latex.
2. Spray with a clear fixative.
3. Paint with glue or mod podge over for a sheen.
4. Beat a whole egg with a small amount of canned milk. Paint on baked figures and bake again at 300° for 15 min. or until brown highlights show. This is a beautiful golden finish.

Sugar water - for chalk painting

1 cup granulated white sugar
4 cups water

Dip sticks of chalk into this mixture and apply directly to the drawing surface. No other fixative will be needed.

Goop collage

4 cups flour
2 cups salt
1 to 1-1/2 cups water

Follow mixing directions for Baker's Clay, but do not bake. Place a half inch thick layer of goop into a plastic lid, stick in miscellaneous items and leave to dry.

Old crayons

Here are a few ideas for using old crayons:

1. Transparencies. Grate crayons on a vegetable grater. Put shavings between two pieces of wax paper. Have newspaper above and below the wax paper. Use an iron at medium temperature to press them together. Trim the edges with pinking shears or regular scissors to make an interesting shape.
2. Use crayon shavings to iron onto butcher paper. Put shavings on paper. Place wax paper on top with newspaper on top of that. Iron. Peel off wax paper. Cut into egg shape for Easter, flowers for gift cards, leaves for Autumn trees or other desisns.

3. *Drawing with melted crayon*. Put butcher paper in an electric frying pan heated 250-325°. Take crayon and draw on the paper. The heat will melt the crayon onto the paper. Use the flat of the crayon as well as the tip.

4. *To paint with melted crayon*. Line the electric frying pan with aluminum foil, fill with an inch of water. Place five tuna fish or small cat food cans in the water. Have the broken crayons in the cans segregated by color. Turn the pan on simmer. The crayons will melt in about five minutes. Some varieties don't melt quickly, but most school crayons do.

   When the crayons are melted, use five brushes to paint the wax on fabric or wood. A wash of tempera gives a nice affect. For older children, this makes an interesting form of batik, because the wax stains the fabric. Reserve the brushes for use with wax only.

4a. *To make different shaped crayons*. Follow directions for melting the crayons then pour melted wax into a shallow plastic mold with fruit and vegetable shapes. Spray the mold with mold release or a vegetable oil before pouring the hot wax in. To make the wax harden quickly, put the mold in a freezer or on top of some ice cubes. These crayons are a lot of fun and a nice way to use up broken pieces.

5. *Paper batik*. Color a design on the paper with a thick covering of crayon. If you want the background to remain clear, cover it with a heavy layer of clear paraffin. Now place the paper in water and crumple it gently to make cracks in the wax. Open it flat and paint a dark color on it. The paint will stain the cracks. Rinse the excess paint of the picture and dry.

6. *Scratch board*. Make a random color design with a thick covering of crayon. Put a fine layer of chalk dust over the entire picture. Cover with black crayon. Take a bobby pin and scratch away the black to show the color underneath for the picture.

7. *Etching*. Proceed as above. Instead of black crayon for the last layer, use tempera in black or another dark color.

8. *Resist*. Color a design or picture with strong crayon lines. Paint over with water color or light tempera.

9. *Overlay*. Paint on the paper, let it dry then do a design or accentuate the one in paint with crayon.

10. *Color transfer*. Chalk the paper evenly then cover with clear wax. Now color random patches with crayon. Turn over onto a piece of clear paper. Draw the picture or design; press hard with a pen or pencil to transfer color to paper below.

DRY TECHNIQUES

Stage lights

The key material is cellophane or color gel. It can be found in hobby, craft, photographic and theater supply stores. It is also sold as gift wrap paper. A clear colorful material is what you want.

To make a "stage light," cut out two identical squares from 6"-12" inches and cut a circle in each leaving a two inch rim at the narrow spots. Put the gel between the two pieces of cardboard and secure with tape. Use with a lamp, flashlight or overhead projector.

Murals

Three organizational methods are described below.

1a. The class describes what the mural will contain.
 b. Students decide which part of the mural each would like to do.
 c. Working on individual paper, each student makes that part of the mural at a desk.
 d. A small group of students work on the background.
 e. Individual parts are arranged and attached to the background when the background is completed.

2a. The class decides what the mural will contain.
 b. Students decide what part of the mural each would like to do. Chalk it in.
 c. Four students at a time, during the course of the day, go up to the mural and add their contributions.

3a. The class decides what the mural will contain.
 b. Students decide which part of the mural each would like to do.
 c. Each student puts a contribution on a long vertical strip of butcher paper. Each piece is then attached on the wall side by side.
4. There are slight variations of these methods in the plans themselves.

Flannel board

To make a flannel board, get a piece of stiff material, cardboard or lightweight wood about 3' by 2'. Cover it with a plain piece of flannel.

There are many ways to make the figures to go on the flannel board.

1. Draw the figures on a piece of paper, cut out, put a piece of velcro (available in fabric stores) on the back. Use by sticking on the flannel board while telling a story or to help explain a point.

2. Cut out felt figures adhere quite nicely to the flannel board. Cut out boys and girls and use to help count how many are in the class for the day. Also good for reviewing shapes.

3. Pellon is a slightly transparent non-fibrous fabric used for lining clothes. It comes in a light and heavy weight. The light weight is good for making figures to put on the flannel board. It is possible to trace figures through pellon. Crayon is the best for coloring the pictures; felt tip pen ink comes off and smears.

   Children can make their own pictures on pellon and use them for telling their own stories.

Mobiles

Here are a few ideas on how to hang mobiles:

1. With a single string and all the objects attached to it.
2. A stick or piece of coat wire hung by a string with string and mobile attached at each end.
3. Multiple bars hanging from each other.
4. A ring with pieces of the mobile hanging from many points.
5. A spring shaped piece of wire with objects attached all along the coil.
6. Shape the wire and then hang objects from it.

Ideas for stable bases to use in hanging mobiles:

1. A tree branch nailed to a heavy base.
2. A tuna fish can with plaster of paris. Take two pieces of coat hanger wire and sink four ends into the wet plaster. Bend them to a pleasing shape while the plaster is wet. Where they corss at the top, tie with string. Hang objects from the wires.
3. Take a piece of wood and coat hanger wire. Use staples from the hardware store to nail the wire to the wood. Curve the wire up and cover the wood. Good for hanging a few objects.
4. A tree can be made out of dowel rods. The trunk should be thicker than the branches. Secure branches with while glue and string. You could also carve little niches in to wood to help keep it from rotating.
5. Use three round plastic bottles to make a tree. For the bottom piece, but off the top of the bottle. The middle piece should have both the bottom and top cut off. The top section will have the bottom removed and the pointed top in tack. With an ice pick poke five holes along the truck of the tree. Stick 30" long dowels in these. Have sand in the bottom to help keep the balance.

Methods in hanging mobiles:

1. tape-masking, striated, silver, electrical
2. sticky-back picture hangers
3. nail-in picture hangers
4. artists gum
5. hook onto a cupboard screw
6. curtain rods

Dear Parents:

Below is a list of odds and ends that you may have in your home which would be helpful to our art program. We would appreciate having any of these things that you might supply.

Food Items

dried egg shells
dried used coffee grounds
fruit and veg seeds.
bits of old beans,
macaroni, rice, etc.
food coloring

Wood

twigs, sticks
toothpicks
thread spools
tongue depressors (clean)
popsicle sticks (washed)
wood scraps
sawdust
pine cones

Paper Items

egg cartons
cereal boxes
shoe boxes
newspapers
picture magazines
old greeting cards
used calendars
drinking straws
paper bags - all sizes
milk cartons
yogurt cartons
tubes - paper towel,
  wrapping paper, toilet
  tissue...
cupcake papers
wallpaper scraps and
  sample books
ice cream tubs - 1-5 gallon
(get at a creamery)

Miscellaneous

cotton balls
juice cans
wire
window screen
yarn
feathers
old jewlrey
old socks
rocks and pebbles
pipe cleaners
fabric
felt
flour
salt
beer bottle caps - coat hangers

Old Kitchen Utensils

rolling pin
silverware
potato masher
cookie cutters
foil
anything that can make a design
vegetable grater

Small Used Appliances

irons
electric fry pans
electric hand mixer
blender
sewing machine
portable oven

Plastic

buttons
food containers
medicine bottles
squeeze bottles
leftover latex paint
old nylon stockings
meat trays

If you know sources of free materials, would you let us know about them? Thank you in advance for your help.

[The above is a sample letter that could be sent home. Due to the differences in resources in various areas, you might want to omit or add items to the lists.]

RESOURCES FOR MATERIALS AND EQUIPMENT

DISTRICT

The Book and Supply Catalog has a bountiful listing of materials and equipment under Art Supplies and in other sections. A visit to the warehouse will clear up some of the mysteries regarding what is what. Check also through maintenance and other supply divisions for various equipment you might need, especially used or discontinued items.

COMMUNITY

The following list of private businesses offer either good selections of arts related materials or reasonable prices. Many stores do offer a discount to schools; be sure to ask. It is wise to call several stores for the best price and even technical advice on certain projects. Even though most of these stores are located in Seattle, the following suggestions will give you an idea on the type of places to look.

GENERAL SUPPLIES

Western Art Supply
2901 N.E. Blakeley
Seattle, 525-0800

Seattle Art
1816 8th
Seattle, 624-0711

Washington Bookstore
4315 University Way N.E.
Seattle, 632-0505

Display and Costume Supply Co.
202 Bell
Seattle, 624-4810

Learning World
500 Westlake N.
Seattle, 682-5695

Miller Paint Company
1500 N.W. Leary Way
Seattle, 784-7767

University Bookstore
4326 University Way N.E.
Seattle, 634-3400

Standard Brands Company
1st S. and S. Jackson
Seattle, 682-7887

J.K. Gill Company of Washington
1422 Fifth Ave.
Seattle, 623-8870

Samco, Inc.
727 E. Pike
Seattle, 324-8600

Clay and Glazes

Seattle Pottery Supply
400 E. Pine
323-4343

Olympic Kilns
222 N. Pacific Street
Seattle, 632-0120

German-Crew Pottery & Clay Craft
2305 5th
Seattle, 622-2999

Western Ceramics
1601 Howard Street
San Francisco, CA 94103

Pacific Iron and Metal (warehouse)
17672 Southcenter Parkway
Seattle, 525-0644

Fabric

Hancock Fabrics
6034 Empire Way South
Seattle, 723-6859

The Loomery, Inc.
3239 Eastlake Ave. E.
Seattle, 329-2088

Stitchin' Time Fabrics
4750 University Village Pl. N.E.
Seattle, 524-4444

Plenty of Textiles
2909 N.E. Blakeley
Seattle, 524-4383

Printmaking

Cerulean Blue Ltd. - Batik
1314 N.E. 43rd Street
Seattle, 634-2535

Dan Smith - Ink (Call First)
5818 N. 64th
Seattle, 783-8263

Glass

Bell Knap
1000 Valley
Seattle, 624-0464

The Stained Glass Shoppe
2320 N. 45th St.
Seattle, 632-0464

Washington Glass Company
23 S. Massachusetts
Seattle, 624-5035

Plastics

American Handicrafts Co.
2024 3rd Ave.
Seattle, 682-6250

Fiberlay, Inc. - Resin
1158 Fairview N.
Seattle, 624-4152

Tube-Art Display - plastic negatives
802 Aloha
Seattle, 284-0420

Factory Directo Draperies, Inc.
8300 Aurora N.
Seattle, 525-7932

CalCom Graphics Supply Co. - Silk Screen
411 Westlake N.
Seattle, 623-7140

See Also - Seattle Art, University
and Washington Bookstores,
Miller Paint Co.

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Neon Acme Sign Co. - tube glass
1255 Westlake Avenue N.
Seattle, 282-0700

Big M. Furniture - glass
4069 Rainier Ave.
Seattle, 725-8855

MacPherson Leather Company
1209 2nd Ave.
Seattle, 622-0855

Commercial Plastics Corp.
1021 Stewart
Seattle, 624-6250

Titan Corp.
1630 15th W.
Seattle, 284-1450

Fiberglass and Plastics
6077 Empire Way S.
Seattle, 723-8371

Paper

West Coast Paper
2303 1st S.
Seattle, 623-1850

Metal

Technical Specialties International
487 Elliott W.
Seattle, 282-0997

Wood

Blackstock Lumber Co.
545 Elliott E.
Seattle, 284-1313

Kaplan Paper
300 S. Washington
Seattle, 622-8223

Speyer Smelting and Refining
Medical/Dental Bldg.
507 Olive Way
Seattle, 623-5378

Dunn Lumber Co.
N.E. Northlake Way & Latona N.E.
Seattle, 632-2131

Inexpensive or Free Materials - Salvage, etc.

Alaska Copper and Brass
3223 6th S.
Seattle, 623-1850

Boeing Surplus Sales
20651 84th S.
Kent, 773-8384

Puget Sound Salvage & Equipment Co.
7500 Detroit S.W.
Seattle, 763-2400

Seattle Times - Newsprint end rolls
Fairview N. & John
Seattle, (back door)

Various small private businesses - drapery and upholstery remnants, foam scraps, leather scraps, etc.

SOURCES - MATERIALS AND EQUIPMENT

Clay and Glazes

Crockery Shed
22 103rd N.E.
Bellevue, 454-1250

Dobe Depot of Seattle, Inc.
318 Westlake Avenue North
Seattle, 623-7350

Olympic Kilns
2222 N. Pacific Street
Seattle, 632-0120

Pottery By Dot
408 N.E. 72nd
Seattle, 523-8300

Spencer Pottery Studio
5021 South 144th
Seattle, 242-2372

Stan Healea, Bellevue Frame Shop
10237 Main
Bellevue, 454-9204

Westby Ceramics
408 N.E. 72nd
Seattle, 523-8300

Western Ceramics
1601 Howard Street
San Francisco, CA 94103

Fabric

Designers' Fabrics
N.E. 8th and 156th N.E.
Bellevue, 747-5200

Discount Fabrics
Bellevue-Redmond Road
15435 N.E. 24th
Bellevue, 641-1088

Discount Fabrics
K-Mart Shopping Center
15015 Main
Bellevue, 746-1010

Fabricland
125th and Lake City Way N.E.
Seattle, 364-2520

Fabricland
10901 N.E. 6th
Bellevue, 454-6828

Fashion Fabrics
14603 N.E. 20th
Bellevue, 747-2124

Hancock Fabrics
6034 Empire Way South
Seattle, 723-6859

Pacific Iron and Metal (Warehouse Store)
17672 Southcenter Parkway
Seattle, 525-0644

Pacific Iron and Metal Company
15400 N.E. 20th
Bellevue, 747-3551

Sauls Yardage
689 110th N.E.
Bellevue, 454-7525

Stitchin' Time Fabrics
707 112th N.E.
Bellevue, 454-4444

The Lommery, Inc.
3239 Eastlake Avenue East
Seattle, 329-2088

Dye/Ink

Fezan

Bucket 'N Brush
Crossroads Shopping Center
Bellevue, 746-1755

Batik Supplies

Cerulean Blue Ltd.
1314 N.E. 43rd Street
Seattle, 634-2636

Silk Screen Supplies

Commercial Sign
434 8th Avenue North
Seattle, 623-2011

Food Color
Crescent Foods
25 South Hanford
Seattle, 623-7140

Fezan
Michael's Artist and Drafting
Supplies, Inc.
4209 University Way N.E.
Seattle, 632-1166

Ink
Miller Pain Company
1500 N.W. Leary Way
Seattle, 784-7767

Inko
Screen Process Supply Mfg. Co.
1199 East 12th
Oakland, CA

Permadye
Seattle Art
1816 8th
Seattle, 624-0711

Versatex
Seattle Art
1816 8th
Seattle, 624-0711

Dylon
University Bookstore
4326 University Way N.E.
Seattle, 634-3400
(also most art shops)

Fezan
University Bookstore
4326 University Way N.E.
Seattle, 634-3400

Glass

Bell Knap
1000 Valley
Seattle, 624-0700

Monal Glass Company, Inc.
1406 130th N.E.
Bellevue, 454-9350

Neon Acme Sign Co. (tube glass)
1255 Westlake Avenue North
Seattle, 282-0700

Sunset Glass Company
11660 N.E. 8th
Bellevue, 454-5087

The Stained Glass Shoppe
2320 N. 45th Street
Seattle, 632-0464

Washington Glass Company
23 South Massachusetts
Seattle, 624-5035

Leather
Hide 'N Hair
1000 Western
Seattle, 624-4481

MacPherson Leather Company
1209 2nd Avenue
Seattle, 622-0855

Mac's Surplus
11200 Kirkland Way
Kirkland, 822-9181

Tandy Leather Company
2026 3rd Avenue
Seattle, 624-5433

Tandy Leather Company
12200 N.E. 12th
Bellevue, 455-3058

Paper
Blake, Moffitt and Towne
1160 Saxon Drive
Tukwila, 248-1800

Seattle Art
1816 8th
Seattle, 624-0711

Washington School Supply
500 Westlake North
Seattle, 682-5695

Metal

Alaska Cooper and Brass
3223 6th South
Seattle, 623-5800

Magic Mushroom
1404 43rd N.E.
Seattle

Parker Industries
2217 4th Avenue
Seattle, 682-7756

Speyer Smelting and Refining
Medical/Dental Bldg.
507 Olive Way
Seattle, 623-5378

GENERAL SUPPLIERS

American Handicraft Company
Bellevue Square
Bellevue, 454-3190

Art Pak
2707 S.E. Belmont Street
Portland, Oregon

Special Woods

Blackstock Lumber Co.
545 Elliott E.
Seattle, 284-1313

Display and Costume Supply, Inc.
202 Bell
Seattle, 624-4810 or 624-3331

J. K. Gill Company of Washington
1422 Fifth Avenue
Seattle, 623-8870

Miller Pain Company
1500 N.W. Leary Way
Seattle, 784-7767

Puget Sound News
621 2nd Avenue North
Seattle

Seattle Art
1816 8th
Seattle, 624-0711

3M Company
(Local Supplier - Puget Sound News)
320 Shaw Road
San Francisco, CA

University Bookstore
4326 University Way N.E.
Seattle, 634-3400

Washington Bookstore
4315 University Way N.E.
Seattle, 632-0505

Washington School Supply
500 Westlake North
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MOTIVATIONAL AND VISUAL RESOURCES

BAILEY FILM ASSOCIATES (SEE FILM SOURCES A)

TITLE	C/BW	TIME	GRADE LEVEL
Adventures of * Asterisk, The	C	10 min.	K-12
Art and Perception: Learning to See	C	16-3/4 min.	E-12
Art Discovered in Nature	C	11 min.	K-6
Arts and Crafts in West Africa	C	10-1/2 min.	E-12
Calder's Circus	C	19 min.	
Collage from Found Materials			
Creating with Paper	C	11-1/2 min.	E-12
Discovering Color	C	16 min.	E-12
Discovering Composition in Art	C	16 min.	E-12
Discovering Creative Pattern	C	17 min.	E-12
Discovering Dark and Light	C	18 min.	

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MOTIVATIONAL AND VISUAL RESOURCES

CLASSROOMS UNLIMITED - FILMS I

TITLE	C/BW	TIME	GRADE LEVEL	CAT. #
Ancient Egyptian	C	27 min.	6-9	0564
Arts and Crafts of Mexico, Part I	C	14 min.	6-12	0373
Arts and Crafts of Mexico, Part II	C	11 min.	6-12	0575
Best We can Do, The	C	14-1/2 min.	7-9	1801
Changing Art in a Changing World	C	21 min.	4-12	0975
Chartres Cathedral, The	C	30 min.	7-12	1885
Color	C	6 min.	1-6	0691
Cutting and Pasting	C	11 min.	1-3	0696
Discovering Composition in Art	C	16 min.	1-12	1434
Discovering Perspective	C	14 min.	4-12	0566
Discovering Texture	C	17 min.	4-12	0377

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CLASSROOMS UNLIMITED - FILMS I (continued)

TITLE	C/BW	TIME	GRADE LEVEL	CAT. #
Fiddle Dee Dee	C	5 min.	1-12	0712
Form	C	6 min.	1-6	0719
Hailstones and Halibut Bones	C	6 min.	1-6	0635
Hopi Indian Arts and Crafts	C	11 min.	1-9	0848
How to Make Paier Mache Animals	BW	10 min.	1-12	0968
How to Make Potato Prints	C	12 min.	1-6	0993
Jewelry, Beads	C	10 min.	4-9	0505
Light and Dark	C	6 min.	1-6	0893
Line	C	6 min.	1-6	0895
Little Tree That Had a Dream, The	C	11 min.	K-6	none
Loons Necklace, The	C	11 min.	3-12	0068

CLASSROOMS UNLIMITED - FILMS I (continued)

TITLE	C/BW	TIME	GRADE LEVEL	CAT. #
Mosaics for Schools	C	10 min.	4-6	0063
Moussorgsky Pictures at an Exhibition	C	8 min.	5-6	1328
Perc! Pop! Sprinkle!	C	11 min.	K-6	none
Print with a Brayer	C	8 min.	1-6	0094
Red Balloon, The	C	34 min.	K-6	1860
Snow	C	7-1/2 min.	4-9	1335
Snowy Day, The	C	6 min.	K-1	1106
Sorcerer's Apprentice, The	C	14 min.	4-9	0786
Texture	C	6 min.	1-6	1056
Torn Paper	C	5 min.	4-12	1059
Totems	C	14 min.	5	0557

CLASSROOMS UNLIMITED - FILMS I (continued)

TITLE	C/BW	TIME	GRADE LEVEL	CAT. #
Tour of the White House, Part I	BW			3079
Tour of the White House, Part II	BW	58 min.	5-11	0380
What Is Art?	C	6 min.	1-9	1079
What Shall We Paint?	C	10 min.	1-3	0292
Wheels, Wheels, Wheels	C	11 min.	K-9	none
Why Man Creates	C	25 min.	7-12	1872
A World Is Born	C	20 min.	4-12	1021

FILMS

All films in Seattle Public Schools Audio Visual Library unless otherwise indicated.

Art and perception 17 minutes color
Looking for color, line, qualities of light texture and form.

Art for Beginners: Fun with Lines 10 minutes color
Lines that are straight, zigazg, spiral, curved, thin, smooth, fuzzy, short, and long.

Art Is 28 minutes color
Excellent film showing how various forms of arts are part of our world. (Available from Sears - call Arts in Education Office.)

Discovering Color 15 minutes color

Discovering Composition in Art 16 minutes color

Discovering Creative Pattern 17 minutes color

Discovering Dark and Light 18 minutes color

Discovering Line 17 minutes color

Discovering Perspective 14 minutes color

Discovering Texture 17 minutes color

The Educated Eye 15 minutes color
Explores the many ways of seeing.

Junkyard 9 minutes color
Shapes, colors, moods found in junkyards (no narration)

Learning Through Movement 23 minutes blk/w
Anne Barlin's "Learning Through Movement" activities demonstrated with children (most interesting for teachers.)

Look, Listen 23 minutes color
Artists-in-schools in Washington State shown working with students and talking about their work. (Available from Washington State ARts Commission - call Arts in Education Office.)

The Music Makers 18 minutes color
Music with found instruments (pieces of wood, garden hose, old tub, etc.)

Pas de Deux 14 minutes color
A study of film and movement, multiple images of balletic movement blend sound and motion into a visual poem.

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Rhythm and Movement in Art 18 minutes color
Life movements of all kinds.

The Searching Eye 18 minutes color
The art of seeing in the broadest definition.

Wind Sounds 16 minutes color
How wind sounds are made, from whisteling, blowing over pop bottles, to reed instruments.

What Is Art 6 minutes color
Explores basic elements, relationships, materials in terms of art.

What Is Music 16 minutes color
Shows how music grows from living experiences and how it differs among cultures.

MOTIVATIONAL AND VISUAL RESOURCES

FILM SOURCES

A. Use of Films Outside District
    1. University of Washington Audio Visual
    2. Seattle Library
    3. Bellevue Library
    4. Central Washington State College
    5. Washington State University

B. Films in the District
    1. Classrooms Unlimited

MOTIVATIONAL AND VISUAL RESOURCES

SOCIETY FOR VISUAL EDUCATION (S.V.E. PRINT PACKETS)

PRINTS	NUMBER	PRINTS	NUMBER
Common Insects	SP 101	Familiar Cloud Forms	SP 115
Spring Wild Flowers	SP 102	Familiar Fresh Water Fish	SP 116
Wild Animals	SP 103	Familiar Birds	SP 117
Common Birds	SP 104	Large Animals of North America, Group I	SP 161
Pets	SP 105	Large Animals of North America, Group II	SP 162
Farm and Ranch Animals	SP 106	Insects of Garden and Cropland	SP 163
Moths and Butterflies	SP 107	Insects of Home and Neighborhood	SP 164
Common Fruits	SP 108	Large Sea Animals	SP 165
Broadleaf Trees	SP 109	Small Animals of Sea and Shore	SP 166
Animals Without Backbones	SP 110		
Reptiles and Amphibians	SP 111		
Zoo Animals	SP 112		

MOTIVATIONAL AND VISUAL RESOURCES

PRINT RESOURCES (FOR REINHOLD AND S.V.E. PRINTS)

1. Seattle Library
2. Bellevue Library
3. University of Washington Audio Visual
4. Bellevue Elementary School Libraries

MOTIVATIONAL AND VISUAL RESOURCES

BAILEY FILM ASSOCIATES (continued)

TITLE	C/BW	TIME	GRADE LEVEL
Japanese Handicrafts		11 min.	E-12
Look at That	C	10-1/2 min.	K-6
Mood and Feeling in Art			
Rhythm and Movement in Art	C	18-1/2 min.	E-12
Sources of Art	C	11 min.	E-12
Sunlight and Shadow in Painting	C	11 min.	E-12
Sun Symbol in Art	C	15 min.	E-12

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MOTIVATIONAL AND VISUAL RESOURCES

REINHOLD PRINTS (PHOTOGRAPHIC EXAMPLES OF ELEMENTS AND PRINCIPLES OF DESIGN)

PORTFOLIOS*		IN COLOR	IN BLACK & WHITE
1.	Line	12	12
2.	Mass	12	11
3.	Organization	12	12
4.	Surface	12	12
5.	Color	23	1
6.	Movement	12	12
7.	Perception	12	12
8.	Space	13	11

*Each Portfolio has a 16-page manual.

MOTIVATIONAL AND VISUAL RESOURCES

BAILEY FILM ASSOCIATES (continued)

TITLE	C/BW	TIME	GRADE LEVEL
Discovering Harmony in Art	C	16 min.	
Discovering Ideas for Art	C	15-1/2 min.	E-12
Discovering Line	C	17 min.	
Discovering Perspective	C	14 min.	
Discovering Texture	C	17-1/2 min.	
Educated Eye, The	C		
Exploring Relief Printmaking	C	12 min.	E-12
Ideas for Art	C	15-3/4 min.	
Introduction to Contour Drawing	C	12 min.	E-12
Introduction to Drawing Materials	C	16 min.	E-12
Introduction to Sculpture Methods	C	18-1/2 min.	E-12